



Job Application Pack

Executive Head Teacher

(Leadership Scale L16–20)

From January 2015





BIRKLANDS
PRIMARY SCHOOL

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Letter from the CEO

Dear Colleague,

Thank you for your interest in the position of Executive Head Teacher of Birklands School.

This is an extraordinary opportunity for a successful Primary School Leader who is looking to take on the challenge of turning around a school in special measures and building the primary arm of the Torch Academy Gateway Trust.

This role holder will also play a pivotal role in developing the suite of programmes for primary schools that is offered by the Torch Teaching School Alliance. We are looking for a forward-thinking, dynamic, innovator who is excited by the opportunity to lead the further development of our Trust and, most importantly, to improve the life chances of the young people we serve.

The successful candidate will be offered appropriate levels of support through our highly regarded Multi Academy Trust and mentoring from a range of experienced school leaders.

Applicants should provide a letter of application of no more than three pages (A4, Size 12 font) outlining:

- Their vision for Birklands School
- Why their career experiences to date equip them for the post;
- The impact they have made in their current role;
- Their initial priorities if appointed.

A completed application form should also be submitted with the letter. Applications for this post must be received by midday on Friday 10th October, by email or by post to Steve Scott, HR Manager:

Steve Scott
HR Manager
Torch Academy Gateway Trust
The Banks
Bingham
Nottinghamshire
NG13 8BL
Email: sscott@toothillschool.co.uk

The interviews for this role will be held on Friday 24 October 2014, this will be preceded on 23 October by an opportunity for all shortlisted candidates to visit the school.

If you wish to discuss any aspect of this role with a senior member of the Trust team, please contact Emma Goodall-Copestake at egoodall-copestake@torchacademy.co.uk.

Thank you for your interest.

John Tomasevic
CEO, Torch Academy Gateway Trust

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The School

Overview of the School

Birklands Primary School is situated in Market Warsop, Nottinghamshire. The school has around 160 pupils on roll.

Birklands Primary School was placed in 'special measures' in May 2013 and in response to this the Torch Academy Gateway Trust was invited to sponsor the school, this commenced in April 2014.

Location and Site

Market Warsop is a small town on the outskirts of Mansfield, Nottinghamshire. Situated on the north Nottinghamshire coal field, Market Warsop has reinvented itself as a commuter suburb since the local mine closed.

Birklands Primary School is close to the centre of the town and benefits from a spacious, well-maintained building.

Governance

Birklands Primary School has an active and engaged group of Governors who's strong loyalty to the school and a good understanding of the local community have helped to shape and support the challenges posed to the school and will be pivotal in the drive to raise achievement and aspirations. The Torch Academy Gateway Trust Directors take a strong interest in Birklands Primary School, providing support and advice as necessary.

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Our Trust

Our Vision

The Torch Academy Gateway Trust is committed to securing high levels of achievement for all students in our schools, regardless of their background. We believe that all young people can and should succeed in school. We are driven by a strong moral purpose to ensure the very best outcomes for our students in order to improve their life opportunities and enable them to live fulfilled lives.

The Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

In addition we founded the Torch Teaching School Alliance, which links over 25 schools together sharing effective practice and developing new models for staff development. Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

We Promote

Trust: All stakeholders work together to realise our vision

Integrity: All decisions are based on the best interests of our students

Mutual Respect: Ensuring a voice for all stakeholders

Empathy: Teaching should be well planned, varied and stimulating

Self Improvement: A commitment to supporting the development of our staff, students and wider community

Group Ethos

- High expectations are essential to raising standards
- Everyone can succeed
- Barriers to learning must be challenged and overcome
- Teaching should be well planned, varied and stimulating
- Learning should be active, focussed and engaged
- High standards of behaviour are expected at all times
- Clear lines of accountability exist at all levels
- Developing staff and students to engage in effective teaching and learning

Securing Success

Our vision is to build capacity for sustained improvement. There are a number of short term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that configures a school for long term improvement.

This work is centered on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention

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The Role

Strategic Development

It is essential that the Executive Head Teacher has a clear, coherent and ambitious strategic vision for the school. They must ensure that their vision is communicated effectively and applied with rigour and drive.

The strategic development of the school must be focused on ensuring the highest levels of achievement for the students we serve.

The Executive Head Teacher will be responsible for developing strategic links with other local primary schools. As part of their wider role within the Torch Academy Gateway Trust, they will develop transition strategies to be used across the group's six secondary schools. The role will also require them to lead the primary phase work within the Torch Teaching School Alliance.

Growing Pupil Numbers

A critical element of the role will be to increase pupil admission numbers. It is expected that this will be achieved through enhancing the schools academic reputation and by direct, positive and proactive engagement with other stakeholders and educational partners.

Data and Achievement

The ability to manage and develop the harvesting of accurate data is an essential element of the role. It is also expected that this data will be expertly used to direct and influence a range of decisions, all designed to ensure the highest levels of student achievement.

Finance and Governance

The role demands sound financial management of the school. It is expected that financial decisions will be prioritised to ensure the well-being and achievement of all students. It is also expected that the school finances will be managed in a way that ensures due diligence and avoids deficit.

The good governance of the school includes excellent working relationships with the governing body, TAGT Directors and other stakeholders.

Teaching and Learning

A key priority is the development of outstanding teaching and learning. The role demands that a rigorous and fair system of observations, continuing professional development and performance management are applied to ensure the highest professional standards in the classroom.

Staffing

Critical to the role is the ability to manage and improve staffing within the school. It is expected that staff are suitably motivated, challenged and rewarded with the primary aim of ensuring outstanding professional practice.

It is also required that staffing levels will be maintained in a manner appropriate to the needs of the school and the students who attend it.

Buildings and Estate

It is expected that the buildings and estate will be managed in a cost effective and considered manner in line with ensuring the best possible educational environment and experience for our students.

Regulatory Compliance

The role demands that all decisions made by the incumbent will ensure regulatory compliance. In the event that non-compliance is discovered in any aspect of the work of the school it is requisite that the matter be addressed immediately to the satisfaction of the Trust.

Community Engagement

The role demands the very best working relationships with the local community, parents and other stakeholders. It is essential that strong links are developed to ensure the continued reputation of the school and the Trust.

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The Person

Person Specification Matrix

Factor	Essential	Desirable
Qualifications		
• Qualified Teacher Status – Degree or equivalent;	✓	
• Strong record/commitment to continuing professional development;	✓	
• Good Honours degree (First or Second Class);	✓	
• NPQH and/or Masters level qualification		✓
Experience		
• Substantial experience as a significant member of a Senior Leadership Team in a primary setting;	✓	
• Taught in at least two schools;	✓	
• Experience of teaching in at least two of the Key Stages in primary schools;	✓	
• Curriculum leadership in one or more of the core subjects;	✓	
• Experience of raising standards in teaching and learning with improved outcomes;	✓	
• Ability to construct strategic plans;	✓	
• Evidence of having translated a whole school vision into reality;	✓	
• Experience of applying performance management procedures at a senior level;	✓	
• Experience of recruiting and developing an effective team;	✓	
• Proven track record in self-evaluation;	✓	
• Strong personal commitment to CPD;	✓	
• Commitment to educational study beyond 1st degree;	✓	
• Experience of networking with a range of stakeholders including Ofsted, DfE, etc;	✓	
• Effective financial and resource management.	✓	
Skills and Knowledge		
• Knowledge of current issues in teaching, including National Curriculum and Early Years developments;	✓	
• Understanding of equal opportunities issues and their application to work;	✓	
• Exemplary teaching, including effective communication skills, ability to motivate students and staff, capacity to create a good learning environment, commitment to communicative methodology;	✓	
• A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils;	✓	
• Ability to provide inspirational leadership and empower staff;	✓	
• Knowledge and understanding of the value added agenda, including levels of progress;	✓	
• Ability to initiate innovative curriculum design to meet the needs of all pupils;	✓	
• Ability to prioritise, plan and organise;	✓	
• Knowledge and understanding of the roles and responsibilities of the governing body;	✓	
• Understanding of safeguarding and promotion of children’s welfare issues;	✓	
• Knowledge/involvement in other cross curricular initiatives/projects or whole school developments;	✓	
• Understanding of particular needs of pupils with SEN and the requirements of Education Health Care Plans;	✓	
• Awareness of factors affecting language and learning across the curriculum.	✓	

Personal Qualities

- Ability to articulate a passion for delivering high quality education to all stakeholders
- Well-developed analytical skills;
- Ability to reflect on your personal performance and adapt accordingly;
- Effective communicator in all forms;
- Team builder;
- Self-starter/initiator;
- Well-developed inter-personal skills;
- Innovation.

Job Description

Post: Executive Head Teacher, Birklands Primary School

Department/Faculty: Executive Leadership Team

Responsible to: The CEO, Torch Academy Gateway Trust

Date of Issue: From January 2015

Professional Duties

As a teacher employed by the Torch Academy Gateway Trust, you shall carry out the professional duties of a School Teacher as circumstances may reasonably require as provided for under the School Teachers' Pay and Conditions document. Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with the CEO and members of Board of Directors or the Governing Body as appropriate. You may be accompanied at this meeting by a representative of your Trade Union if you so wish. You are required to carry out your duties in line with the stated ethos and principles of the school.

Directed Time

This Job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Executive Head Teacher is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your Executive Head Teacher.

Part A

Policy relating to the working practices of a class teacher.

Areas of responsibility and key tasks:

A: Planning, teaching and class management, to:

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- monitoring and intervene to ensure sound learning and discipline;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
 - iii. select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating their own teaching critically to improve effectiveness.

B: Monitoring, assessment, recording, reporting – to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

C: Other professional requirements, to:

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

Part B

Policy relating to the working practices of an Executive Head Teacher

This section clarifies your additional duties and responsibilities related to the specialism of the post, at the time of issue (if applicable).

Leadership Spine Range based on experience

In addition to general and additional duties, you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

A: Strategic direction and development of the school (Vision Leadership) – in co-operation with, and under the direction of, the CEO that:

- Supports the CEO in leading the visioning process, aligned to the agreed strategic intent, in the school through consultation with the school stakeholder groups and communicates it through verbal and written communication to staff, students, parents and governors;
- Builds the coalition of support from the school governing body and its committees for the school based vision, ensuring that the school Chair of Governors is well informed and able to contribute effectively at Trust Strategy Group level;
- Creates a strategic map for the school, that is well documented, and which supports the Trust vision, goals and timelines, and commits the school to an implementation programme that will turn vision into reality;
- Communicates the school vision within the school and its wider community, sometimes with the CEO, as part of a joint strategy;
- Works with leaders across the school to promote a positive ethos and climate about the change agenda and the role that teams and individual staff members play within this process;
- Creates and implements a coherent strategy for the delivery of the school specialism.

B: Leading provision that:

- Replicates the message from the Executive Leadership Team that focuses upon high standards and achievement for all;
- Promotes and communicates the Trust's vision for a Learning Culture to the school and its stakeholders;
- Leads the teaching and learning agenda for the school, that creates a discrete school based profile of continuous improvement and success, understood and supported by all in the school and its community;
- Creates the curriculum for the school that is the most appropriate for the students at the school and which meets National Curriculum requirements – with a willingness to share the thinking about the strategy and implementation across the federation;
- Implements and leads the raising standards agenda in the school, deploying leaders to take responsibility for other key strategies such as performance, attendance and behaviour;
- Makes appropriate arrangements for each student to take part in a daily act of collective worship;
- Ensures that learning is at the core of all activity within the school, making sure that through this all students can achieve success;
- Maintains an accurate and up to date assessment against agreed Key Performance Indicators, including the quality of teaching and learning and leadership;
- Takes responsibility for managing the underperformance of staff, communicating processes and procedures that are in place and their impact to the CEO;
- Leads staff at the school in positive and active participation in joint activities across the Trust as agreed with the CEO;
- Participates in appropriate network opportunities.

C: Leading and managing staff – to:

- Create and maintain a positive culture and ethos in the school;
- Ensure there is a clearly understood and effective performance management system in the school, in line with the Governing Body's Performance Management Policy;
- Ensure that there is a high quality induction process in the school for staff and students;
- Monitor the quality of training that is provided within the school and delivered by external providers;
- Assure the quality of the work of individuals and teams across the school, and reports progress, concerns and successes to the school governing body and the CEO;
- Takes responsibility for own professional development as well as participating in and inputting to the development of the partnership.

D: Managing the organisation – to:

- Work with the CEO to create an organisational structure for the school that reflects the aims of the Trust as well as the needs of the school;
- Take responsibility for the school SEF, Improvement Plan and all the implementation of school policies using tools and frameworks provided by the CEO;
- Drawing up an annual Budget Plan working with the lead school Finance Officer;
- Manage the school finances with the lead school Finance Officer to achieve the school goals and priorities within the budget plan agreed by the Governing Body;
- Recruit new staff to the school, in partnership with the CEO, using best practice procedures and ensuring the safeguarding of students;
- Manage the school learning environment to ensure that it is fit for learning, safe and appropriate to the needs of the curriculum being delivered and complies with Governing Body directions;
- Advise the CEO on issues of Health and Safety / day to day management of the school as they arise;
- Ensure that the range and provision of equipment and resources being deployed within the school is safe and effective in meeting the needs of the curriculum being delivered and complies with Governing Body directions.

E: Securing accountability that:

- Assures the quality of the educational provision being delivered to the students in the school and reports Key Performance Indicators and progress towards targets to the CEO and school Governing Body;
- Enables and facilitates staff working alongside colleagues from other schools, including attendance at meetings and where relevant, participate in teacher exchanges where visiting staff join the school for short periods of time;
- Ensures that staff have team and individual targets and goals within the school and understand how they will be assessed in terms of the fulfilment of these in line with the Governing Body's Performance Management Policy and the Quality Assurance Policy;
- Develops clear and effective communication links with all members of the school governing body, so that they play a full and effective role in developing the school, at both full meeting level and committees;
- Produces a clear and coherent analysis to staff, parents, governors and other audiences on the performance of the school in public tests and exams.

F: Strengthening the community to:

- Ensure that the cultural diversity of the school community is celebrated and reflected in the curriculum and enrichment programme of the school;
- Create and implement positive strategies for challenging racial and other examples of prejudicial behaviour;
- Actively promote collaboration across the Trust, with other network schools, partners and the LA as agreed with the CEO;

- Create positive and active links with the community living close to the school and the wider community embraced by the school's catchment area;
- Create effective links with a range of agencies that are able to support the needs of students in the school;
- Create a forum for student voice to flourish in the school;
- Ensure that the school has a clear communication and marketing strategy including prospectus and brochure, up to date website and provides "good news" stories to the media; School specific responsibilities and tasks:
- Take on any additional responsibilities which might from time to time be determined by the CEO.

Part C

Policy relating to the working practices of a Performance Management Team Leader (in addition to the class teacher role).

In addition to the requirements of a class teacher and any other agreed responsibilities, in the context of the school's Performance Management Policy, the team leader will:

A: Set objectives

- Working with an agreed number of teachers, establish processes to understand their concerns, aspirations and day to day working situations;
- Gain an understanding of levels of achievement in the teachers' classes and their relationship to overall school targets and aspirations;
- Agree and record specific objectives according to the school's established documentation framework;
- Agree and record support requirements relating to training, development and any specific conditions required by the teachers relating to the achievement of the objectives;
- Implement any necessary action, liaison or communication to ensure that the support mechanisms are in place and effective.

B: Monitor progress towards objectives

- Agree appropriate strategies for checking on progress towards the agreed objectives, which will include classroom observation, data collection and analysis, informal and formal meetings as required;
- Implement the process of monitoring and maintain that any such records as are agreed between the parties concerned;
- Provide regular feedback to teachers on their progress.

C: Review progress in relation to objectives

- Establish relevant structures and processes to review with teachers their achievements at the end of the performance management cycle;
- Complete the appropriate documentation;
- Within the agreed school procedures, make any necessary communications in relation to performance related pay.

D: Review and develop the Performance Management process and practice

- Take part in the monitoring and review of the Performance Management process within the school with a view to its continuing improvement;
- Undertake any necessary personal training needed to perform the role effectively.