

**Learn@ MAT
North Somerset
Specialist Academy**



Applicant Information Pack

Headteacher

**Leadership Group L14 – L27*
(£58,135 - £79,167)**

Dear Applicant,

'All different, all equal, all achieving together'

Do you inspire, lead and innovate? Do you put children and young people at the heart of all your thinking? Do you ensure that staff CPD is high on your agenda?

If the answer to these questions is yes, we urge you to read on.

Learn@ MAT is looking for an experienced, passionate and innovative headteacher to join our leadership team. The Trust is a well-established partnership of special academies and alternative provisions across the South West of England. Our academies aspire to be centres of excellence for teaching and supporting the development of children and young people identified with 'Social and Emotional Mental Health' (SEMH) and/or 'Speech Language and Communication Needs' (SLCN), including Autistic Spectrum Condition.

This is a fantastic opportunity to start, lead and grow the new Learn@ MAT North Somerset Free School (Academy) at Churchill, a special academy catering for 65 children and young people with special needs in SEMH between the ages of four (Reception) to sixteen (KS4). We are seeking to appoint a dynamic and caring individual to lead our new academy from April 2022.

We require an experienced headteacher who has a proven track record of being an inspiring leader, who demonstrates a commitment to inclusion, creativity and enthusiasm. Understands the importance of leading a school in which practice is ACEs and trauma informed.

Above all, we are looking for a headteacher who has the desire to make a real difference to our children and young people.

At Learn@ MAT, our headteachers are lead professionals and key role models within the academy communities they serve. Our headteachers lead by example, and demonstrate the professional conduct and practice expected of all members of their academy community. They create an environment that promotes effective teaching and learning, setting high standards and expectations. Our headteachers ensure our young people are given the opportunity to reach their full potential to allow them to lead fulfilling lives.

The successful candidate must be able to demonstrate recent, successful and sustained impact as a senior leader. You must be an inspiring leader of the highest moral integrity, as well as an outstanding practitioner who can motivate, manage and build effective teams. You should have the creativity and vision to inspire and lead change and ensure children and young people achieve the best outcomes. Your positive attitude will inspire and engage the young people, staff, parents, carers, multi agencies and the local community. You must be a compassionate and strong leader who can hold people to account whilst being accountable

yourself. But above all, you will uphold Learn@ MATs relentless focus on providing the very best for all its children and young people by working with trust leaders to drive academy improvement, promote best practice and contribute to the aims and ethos of the Trust.

We are looking for a headteacher who can demonstrate:

- excellent leadership, organisational and interpersonal skills
- optimistic personal behaviour, positive relationships and attitudes towards their children and young people and staff, and towards parents, academy councillors (governors) and members of the local community
- effective relationship building with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children and young people
- an ability to inspire and influence others – within and beyond academies – to believe in the fundamental importance of education in children and young people’s lives and to promote the value of education
- the securing of excellent teaching through an analytical understanding of how learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children and young people’s well-being
- an ability to identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- ambitious standards for all children and young people, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on children and young people
- excellent communication skills, driving the academy’s vision with strategic leadership, empowering all children and young people and staff to excel
- entrepreneurial and innovative approaches to academy improvement, leadership and governance
- understanding of the vital importance of internal and external accountability

We are committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening, including checks with past employers and an enhanced disclosure and barring service (DBS check). References will be taken up prior to appointment.

Closing date is Monday 8th November 2021 at 5pm

Interviews will take place week beginning 6th December 2021



I hope you find the information helpful. If you feel that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring (CVs are not accepted) and return it to Louise Shepherd, by either of the following ways:

Email: louise.shepherd@learnmat.uk

Post: Learn@ MAT
c/o Knowle DGE Academy
Leinster Avenue
Bristol
BS4 1NN

Please ensure you provide the name, addresses (including email addresses where possible) of two referees, one of whom should be your current direct Manager. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Visits are welcomed. Please contact Louise Shepherd on 07458 102618 or 0117 4456 6513 if you would like to visit.

I wish you well and thank you once again for your interest in what we think will be a challenging and rewarding post.

Yours sincerely

Jen Southall
Chief Executive Officer

Job Description

1. POST TITLE: Headteacher

2. GRADE: Leadership Group L14 – L27* (£58,135 - £79,167)

3. LOCATION: Churchill, North Somerset

4. RELEVANT TO THIS POST:

Disclosure & Barring Service: Subject to DBS Enhanced disclosure

5. ORGANISATIONAL RELATIONSHIPS:

This is a leadership post within Learn@ MAT, which will require the post holder to establish strong working relationships with local schools, academies, vocational providers and colleagues across Local Authorities (LA's).

The post holder will be line managed by the CEO of Learn@ MAT and will be accountable to the Academy Council of Learn@ North Somerset Free School.

6. DESCRIPTION OF ROLE:

The post holder will be responsible for the operational management of the academy and will have lead responsibility across the education provision to ensure it is fully compliant with national legislation and local standards.

The post holder will also play a lead role in working with the CEO for Learn@ MAT to develop inclusive practice across the academy, ensure high attendance and more than expected progress by the majority of young people and at least expected progress by all. They will be responsible to the Academy Council for the financial spend, staffing and resourcing of the academy in providing an outstanding learning provision for young people aged 4 – 16 years with SEMH and/or SLCN.

7. DUTIES AND RESPONSIBILITIES SPECIFIC TO THIS POST:

Listed below are the responsibilities this role will be primarily responsible for:

Vision

- In collaboration with the CEO develop and constantly review and update the specific medium to long-term vision of Learn@ Gloucestershire Free School, within the cluster of specialist providers it operates; as part of a regional provision and as part of a key resource within an inclusive local authority strategic plan.

- Lead the academy leadership team, staff, young people and all stakeholders in contributing to, developing and promoting the vision of the Trust and academy.
- Embrace and foster a collaborative approach within the academy and others to maximise educational opportunities for children and young people with a range of different needs including those with behavioural difficulties, speech, language and communication needs, social and emotional mental health issues and other needs.
- Recognise and support that early intervention with families' impacts on the ability of a child or young person to learn and succeed. Develop early intervention support from the academy with local mainstream providers.
- Model the values and vision of the academy and motivate and empower others to carry the vision forward
- Promote a culture in the academy and with others of respect and nurture that values children and young people and ensures their welfare and safety is paramount
- Provide an environment in which staff and children are enabled to achieve their full potential
- Promote and support close and continuous collaborative working across the alliance of academies and alternative provisions that are committed to forming the Learn@ MAT

Strategy and Leadership

- Work with the local authorities, academy and other stakeholders to ensure the academy develops as a centre of excellence for special needs across the local area and reducing the need for permanent exclusion
- Maintain high morale and model professional standards and leadership at all times
- Engage the full academy community in systematic and rigorous self-evaluation to identify strengths and areas for further development, underpinned by robust data analysis systems
- Lead on the development and implementation of the academy development plan ensuring involvement and participation from the full academy community and its partners. Establish and maintain an annual Academy Development Plan (ADP).
- Work closely with the Learn@ MAT School Improvement Partner (SIP) and CEO of the Trust to challenge and drive forward improvement

- Develop strong relationships with academy and the local authorities and other stakeholders to ensure provision is effective, appropriate and value for money
- Working with the Academy Council, ensure the policies and practices within the academy are adopted and enacted across the full staff team.
- Ensure the academy complies with all statutory requirements particularly those relating to the safeguarding of children and young people.
- Ensure the academy adopts restorative approaches across all functions to ensure relationships are robust and children utilise these methods to build sustainable relationships
- Effectively manage the recruitment, deployment and performance of staff in accordance with agreed policies and procedures including statutory regulations
- Encourage creativity and initiative amongst the staff team
- Ensure that the work of the academy contributes positively to Ofsted inspections and judgements for both the academy, Learn@ MAT and the local authorities.

Teaching and Learning

- Provide a broad, balanced, relevant and enjoyable curriculum based on meeting the individual needs of each child and young person with appropriate pathways for qualifications and accreditation
- Ensure children and young people are provided with support and intervention to address issues that impact on their ability to achieve
- Ensure that the academic and social curriculum meets each child and young person's needs and entitlement and promotes literacy and numeracy across the full curriculum offer
- Promote high quality teaching and learning and foster a culture of continuous improvement, holding all staff accountable through a comprehensive performance management process
- Develop, monitor and evaluate the quality of teaching and learning for all children and young people
- Ensure children and young people are empowered to learn, progress and achieve

- Acknowledge excellence and address poor performance across the range of provision
- Demonstrate the principles and practice of effective teaching and learning
- Ensure that teaching and learning is personalised to individual children and is regularly reviewed to monitor effectiveness
- Ensure that achievement is maintained and improved and that challenging targets are set for individual children and the academy
- Ensure effective interventions and planning to support the transition of children and young people to appropriate learning placements
- Ensure the Academy Council and CEO have robust data on a regular basis on teaching and learning in order to hold the academy to account

Operational Management

- Establish and embed appropriate structures and systems and manage the academy effectively and efficiently on a day to day basis
- Ensure academy procedures are fully implemented ensuring all staff are aware of expectations and responsibilities
- Ensure effective behaviour management strategies are in place when children and young people are on site or engaged in authorised activities away from the premises
- Ensure practices to safeguard children and young people are subject to continuous review
- Ensure the performance management of the academy is undertaken in line with the adopted performance management policy
- Ensure an appropriate staffing structure including recruitment and selection (in liaison with CEO and with the exception of the Senior Leadership Team)
- Ensure that developmental needs for individual staff members are identified and actioned as part of the performance management process
- Ensure staff development and training linked to the academy improvement plan is implemented, reviewed and disseminated
- Take overall responsibility for the management of the academy buildings and in conjunction with the CFOO ensure the academy is maintaining full health and safety policy and processes and lead on the resolution of identified issues

- Ensure efficient formulation of annual budgets that are subject to rigorous monitoring procedures and provide value for money
- Seek to attract additional funding to support future developments
- Ensure that staff are deployed efficiently and that staff are organised, managed and motivated to deliver effective services
- Ensure proper procedures are in place to monitor and review operational arrangements to ensure they remain fit for purpose

Academy Council

- Ensure the Academy Council and the CEO Learn@ MAT are kept fully informed of the vision and performance of the academy and are encouraged to participate actively in the functions of the academy
- Produce regular reports for submission to the Academy Council and the CEO to ensure they are kept informed of progress and alerted to any issues
- Ensure the Academy Council and the CEO are fully involved in the oversight of the provision providing levels of support and challenge
- Engage with the Academy Council and the CEO to appropriately identify priorities for the strategic development of the academy to include the review of such priorities
- Engage with the Academy Council and the CEO to involve them in academy self-evaluation
- Engage with the senior leaders of the future on all strategic areas and work together for the continued development and improvement of the provision individually and as part of a multi-provision
- To fulfil all roles and expectations as detailed in the Learn@ MAT Scheme of Delegation
- To ensure strong parent/carers voice represented on the Academy Council

Communication

- Establish strong communication with parents/carers, children and young people and key stakeholders to further develop the quality and scope of provision and participation
- Establish a strong framework for ensuring pupil voice

- To ensure that parents/carers are given information at timely intervals about the curriculum, progress of their children and other matters affecting the academy so as to promote a common understanding of its aims
- To encourage family partnership in the management and development of the provision
- To develop links with the community to foster mutual understanding and to enrich the educational provision for children and young people

Additional Duties

- To undertake any additional duties as directed by the line manager (CEO of Learn@ MAT) which are commensurate with the grade of the post

COMMON DUTIES AND RESPONSIBILITIES:

8.1 Quality Assurance

To set, monitor and evaluate standards at individual, team performance and service quality so that the user and the commissioning authorities' requirements are met and that the highest standards are maintained.

To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

8.2 Communication

To establish and manage the team communications systems ensuring that the academy procedures, policies, strategies and objectives are effectively communicated to all team members.

8.3 Professional Practice

To ensure that professional practice in the team is carried out to the highest standards and developed in line with the academy's stated objectives of continual improvement in quality of its service to internal and external customers.

8.4 Health and Safety

Manage health and safety in their area of responsibility in accordance with the relevant section(s) of the Corporate/Service Health and Safety Policy and to ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

8.5 General Management (where applicable)

To provide vision and leadership to staff within a specialist team, in line with Learn@ MAT's vision and ethos, ensuring that effective systems are in place for workload allocation and management, the application of the academy policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

8.6 Financial Management (where applicable)

In conjunction with the CFOO of Learn@ MAT, to manage a designated budget (as required) ensuring that the academy achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

8.7 Appraisal

All members of staff will receive performance management and it is the responsibility of each member of staff to follow guidance on the appraisal process.

8.8 Equality and Diversity

As an organisation we are committed to promoting a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice. To ensure our commitment is put into practice we have an equality policy which includes responsibility for all staff to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

Employee Specification

Headteacher personal specification and criteria for selection

| CATEGORY | ESSENTIAL | DESIRABLE | WHERE IDENTIFIED |
|-----------------------|--|--|---|
| QUALIFICATIONS | <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree level or above • PGCE | <ul style="list-style-type: none"> * National Professional Qualification for Headship NPQH (RECOMMENDED) * Either evidence of further study - this could be ongoing and/or further professional qualifications * Further professional qualifications in SEND and/or inclusion | <ul style="list-style-type: none"> * Application form |
| EXPERIENCE | <ul style="list-style-type: none"> • Existing Headteacher, OR recently served as a Headteacher; OR acting Headteacher OR experienced Deputy Headteacher • Proven teaching ability with a record of good to outstanding practice • Experience of the successful management of significant change within an establishment in a constructive and sensitive manner • Experience of working with children with challenging levels of behaviour and additional needs leading to improved participation and attainment • Understands the importance of leading a school in which practice is ACEs and trauma informed • Experience of working successfully and co-operatively as a member of a team in a school/ academy | <ul style="list-style-type: none"> * Teaching experience in more than one establishment and in a variety of approaches * A proven record in managing and promoting curriculum development * Training and certification in lesson observation and recognising what constitutes outstanding teaching and learning * Awareness and experience of HR policy and procedures and implementing them effectively | <ul style="list-style-type: none"> * Application form * Application letter * References * Interview |

| | | | |
|----------------------|--|--|---|
| | <ul style="list-style-type: none"> . Experience of improving teaching and learning . Experience of the analysis of qualitative and quantitative data to inform academy improvement . Experience of working with key partners across the local authority, health and others partners to promote inclusion and address barriers to learning . Effective budget management | | |
| <p>VALUES</p> | <ul style="list-style-type: none"> . Genuine commitment to the welfare, happiness and success of children and young people as they mature and prepare for adulthood . Commitment to early intervention approaches with families and collaborative working with key stakeholders . A recognition and understanding of the need for children and young people to develop a clear sense of responsibility and respect both towards others and themselves . Commitment to inclusion . Commitment to restorative approaches in the academy . High expectations of self, children and staff and a commitment to raising standards of achievement and attainment . A commitment for children to succeed both personally and academically . Commitment to working with key partners to tackle the barriers that impact on learning . Pledge to the safeguarding of children and young people . Importance of children and young people's voice to ensure development of provision . A healthy appreciation of work-life balance | <ul style="list-style-type: none"> * A person who leads by example * A person with a clear sense of fun who does not take themselves too seriously | <ul style="list-style-type: none"> * Application letter * References * Interview |

| | | | |
|---------------------------------|--|--|---|
| <p>SKILLS</p> | <ul style="list-style-type: none"> * Proven effective leadership and management skills * Proven ability to encourage and motivate through positive management * Ability to develop a clear vision for the future and its implementation * Ability to communicate effectively in a variety of situations * Ability to account to stakeholders and hold others to account * Ability to undertake robust self-evaluation processes and use pupil performance data to identify and set relevant academy improvement targets * Proven ability to performance manage staff and promote professional development and accountability * Ability in leading high-quality education through an inspirational curriculum - planning, delivery and assessment * Proven outstanding teacher (either in mainstream or special education) * Ability to manage effectively academy finances | <ul style="list-style-type: none"> * Counselling skills * Curriculum subject knowledge and skills to GCSE level in at least one subject, or proven primary curriculum skills * Dealing effectively with complaints and underperformance | <ul style="list-style-type: none"> * Application letter * References * Interview |
| <p>SPECIAL KNOWLEDGE</p> | <ul style="list-style-type: none"> * Understanding of the barriers to learning and inclusion experienced by children and young people and education providers, strategies that contribute to their resolution * Impact of social factors on achievement * Detailed knowledge of the curriculum and assessment processes * Inclusion in education including alternative education * Understanding and knowledge of current issues in education * Considerable knowledge of factors impacting on child development, their ability to build positive relationships and to aspire | <ul style="list-style-type: none"> * Knowledge of administrative procedures * Practical understanding of the range of behaviour that SEN children and young people present | <ul style="list-style-type: none"> * Application letter * References * Interview |

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|----------------------------|---|---|---|
| | <ul style="list-style-type: none"> * Knowledge and understanding of the SEND Code of Practice (including EHCPs) * Legislative framework in terms of alternative education and SEND | | |
| PERSONAL ATTRIBUTES | <ul style="list-style-type: none"> * Proven ability to build strong relationships with parents and carers, children and young people, staff, academy, local authority and key partners * Strong communication skills * Commitment to meeting the holistic needs of children and young people * Ability to demonstrate enthusiasm and sensitivity whilst working with others * Ability to initiate, lead and manage change * Creative and flexible approaches to improve and develop practices * Ability to effectively sustain a healthy work/life balance | <ul style="list-style-type: none"> * Flexibility and adaptability in order to be able to mix and work with a wide range of people * Ability not to take themselves too seriously and respond appropriately and flexibly to all kinds of challenges and situations | <ul style="list-style-type: none"> * Application letter * References * Interview |

Explanatory Notes

Applications will only be accepted from candidates completing the appropriate Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are 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.

Candidates should be aware that all posts in Notton House Academy involve a degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)

- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of supporting positive behaviours.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- List 99 Check
- Satisfactory DBS Enhanced Disclosure
- Verification of professional status such as GTC registration, QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.