



**Candidate Information**  
Headteacher  
St James Church of England Academy



# About the Multi Academy Trust



## The Trust

The Diocese of Coventry MAT Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Founded in April 2013 with two academies, currently there are twelve in the family with others set to join in the near future.

All of academies receive a minimum of twelve days school improvement from our in house team. This sits alongside development networks across the Trust including Early Years team, Phase Leaders and training programmes to include NQT and RQT.

## Our Vision

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

- Every lesson to be good or better
- Every child expected to make progress at least, and for many, above national expectations
- Every academy to be well led and governed
- All teachers motivated to self-improve and aspire to excellence
- All academies to be judged good or better at Section 48 inspections

## About the Role

Our current Headteacher is moving to another academy in the Trust and we are looking to replace her with another inspirational and highly effective Headteacher who is committed to leading the Academy to educational excellence and, further develop the excellent educational provision and the Academy community. We want someone with a proven track record of raising standards for pupils. St James is a friendly Academy with a team of talented staff, supportive parents and fantastic children.

## Applications

Thank you for your interest in the post of Headteacher at St James. Candidates are encouraged to visit the school. Please contact Camillia Salter on 07764 923440 to make arrangements.

Please note the closing date for applications is **Midnight 12th November 2017**. Completed applications and supporting documents should be sent via email to [hr@covmat.org](mailto:hr@covmat.org) or posted to Camillia Salter, Head of HR, Diocese of Coventry Multi Academy Trust, The Benn Education Centre, Claremont Road, Rugby, CV21 3LU

Selection date is **Wednesday 22nd November 2017**

Candidates shortlisted for interview will be asked to undertake a series of selection tasks and activities. More information on the format and any presentation needed will follow after shortlisting.

# Our Academies



**St Laurence's Church of England School**  
Old Church Road  
Coventry  
CV6 7ED



**Studley St Mary Church of England Academy**  
New Road  
Studley  
B80 7ND



**Stretton Church of England Academy**  
Stretton Avenue  
Willenhall  
Coventry  
CV3 3AE



**St John's Church of England Academy**  
Winsford Avenue  
Coventry  
CV5 9HZ



**St Bartholomew's Church of England Academy**  
Bredon Avenue  
Coventry



**St Oswald's Church of England Academy**  
Addison Road  
Rugby



**Harris Church of England Academy**  
Harris Drive  
Rugby  
CV22 6EA



**St Michael's Church of England Academy**  
Hazel Grove  
Bedworth  
CV12 9DA



**Queens Church of England Academy**  
Bentley road  
Nuneaton  
Warwickshire  
CV11 5LR



**Leamington Hastings Church of England Academy**  
Birdingbury Road  
Hill  
Leamington Hastings  
Rugby



**St James Church of England Academy**  
Barbridge Road  
Bulkington  
Bedworth  
CV12 9PF

Joining  
Shortly

**Leigh Church of England Academy**  
Plants Hill Crescent,  
Coventry  
CV4 9RQ



**St Nicolas Church of England Academy**  
Windermere Avenue  
Nuneaton  
CV11 6HJ



**Central MAT Office**  
**The Diocese of Coventry Multi Academy Trust**  
The Benn Education Centre  
Claremont Road,  
Rugby, CV21 3LU

# Our Diocese

The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education, Canon Linda Wainscot, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

- 'be there for our church school family and act as a central reference point supporting pastorally and professionally;
- facilitate creative and flexible networking between schools;
- promote excellence and distinctiveness within the family of church schools/academies and beyond;
- share best practice collectively;
- provide professional development: for staff at all stages of their careers and for governors;
- support the development of flexible partnerships;
- promote the establishment of new church schools;
- support the process of Academy conversions;
- work in partnership with schools, and other agencies, to effect school improvement;
- represent church schools to the wider church, to diocesan groups, in the press, and in public and community debate;
- ensure equality of opportunity including managing Admission Appeals;
- protect the status of church schools and promote the importance and the continuation of the voluntary sector.

**Canon Linda Wainscot DDE**



'I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day.

Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

**Bishop Christopher**

The school brings Christian values to serve its local community and is increasingly recognised for the positive benefits of these values. Commitment to the development of the whole child is reflected in the school's participation in a three year curriculum project. Children look up to and trust staff, so they feel secure and flourish. Behaviour has improved as children have responded to consistent expectations, fairly applied. The headteacher, supported by committed staff and governors, has a clear vision of what it means to be a church school serving this community. The headteacher talks very clearly about this vision to new parents and staff, so that adults can work together on shaping the school's direction. The last few years have seen a concerted effort to develop these principles in support of children and their families, working with outside agencies to good effect. **SIAS**





# Headteacher

## Job Description

### CORE PURPOSE

The Headteacher is accountable to the Diocese of Coventry Multi Academy Trust for ensuring the educational success of the academy within the overall framework of the Multi Academy Trust strategic plan as well as the individual academy strategic plan. They are responsible for all aspects of the internal organisation, professional leadership, management and control of the academy and for leading supervision over teaching and support staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for everyone in all areas of the academy's work.

The Headteacher will provide the strategic direction, professional leadership and operational management in order to secure a strong foundation within a distinctive Christian ethos from which to achieve high standards in all of the academy's aims.

### STRATEGIC LEADERSHIP

The Headteacher will work with the local governing body, and under the guidance of the Multi Academy Trust, to develop the shared vision and strategic plan for the academy which inspires and motivates pupils, staff and all other members of the school community and develops the distinctive Christian character of the academy. This vision should express core educational values

and Christian moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

**This will include:**

- Ensuring that the Christian vision for the academy is clearly articulated, shared, understood and acted upon effectively by all.
- Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrating the vision and values in everyday work and practice.
- Motivating and working with others to create a shared culture and positive climate which embeds and develops the existing caring and nurturing ethos.
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large, whilst appropriately maintaining the distinctive Church of England foundation of

the school.

### LEADING LEARNING AND TEACHING

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies, within a Christian framework, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful, holistic, learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

**This will include:**

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring that accelerated progress for low achievers and underperformers is developed and embedded.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework.
- Taking a strategic role in the introduction of appropriate new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring that there is effective corrective action and follow-up.

## DEVELOPING SELF AND WORKING WITH OTHERS.

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a holistic, professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers/principals should be committed to their own

continuing professional development including distinctiveness training and development related to leading a Church school.

### This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Ensuring own CPD includes developments in educational research.
- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal

targets and taking responsibility for own personal development.

- Managing own workload and that of others to allow for reflection and an appropriate work/life balance.

## MANAGING THE ORGANISATION

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school, and the people and resources within it, are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others and communicate openly with the Head of the Multi Academy Trust on a regular basis.

### This will include:

- Creating an organisational structure which reflects the school's Christian beliefs and values, ensuring and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities ensuring

that, within the particular context of the school, policies and practices take account of national and local circumstances, policies and initiatives.

- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Providing all information required to support the filing of annual company accounts and other financial returns where required (e.g. VAT and corporation tax returns).
- Recruiting, retaining and deploying staff appropriately and managing their workloads to achieve the vision and goals of the school, and implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

## SECURING ACCOUNTABILITY

With Christian values at the heart of their leadership, Church school headteachers have a

responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors, the Multi Academy Trust and the Diocese. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the Multi Academy Trust for the academy, its environment and all its work.

**This will include:**

- Fulfilling commitments arising from contractual accountability to the Multi Academy Trust and the local governing body.
- Building on and developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the Multi Academy Trust and the local governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Developing and presenting a coherent, understandable and accurate account of the school's

performance in ways which are relevant to the wide range of audiences including inspection agencies, the Multi Academy Trust, the Diocese, governors, staff, parents and carers of diverse backgrounds and the local community.

- Reflecting on own personal contribution to school achievements and taking account of feedback from others.

## SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust the Headteacher will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

**This will include:**

- Participating in Multi Academy Trust and sector wide activities in order to share best practice, contribute to the development of Multi Academy Trust strategies and policies and promoting the academy and Multi Academy Trust in a local and national context.
- Providing advisory support to other academies within the Multi Academy Trust as required.
- Contributing to collaborative work across the Multi Academy Trust and supporting other staff in participating in Multi Academy Trust work.
- Provide other support to schools within the Diocesan family required such as emergency cover, mentoring of teaching

and support staff and the recruitment, training and appraisal of governors for the Local Governing Bodies.

## STRENGTHENING COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

### This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local Church and Diocesan communities.

- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural.
- Well-being of pupils and their families.
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

## SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

This school is committed to safeguarding and promoting the

welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The Headteacher plays the lead role in this within the school and the Headteacher post is subject to enhanced DBS disclosure.

### The Headteacher will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are adopted by the governing body and are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.



# Person Specification

Personal Qualities, Qualification and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
<b>Qualifications and Training</b>						
1	Honours degree or equivalent	✓		✓		
2	Qualified teacher status	✓		✓		
3	Relevant higher degree or equivalent		✓	✓		
4	NPQH (or working towards NPQH)		✓	✓		
5	Evidence of continuous professional development relating to school leadership and management and curriculum / teaching and learning		✓	✓		
6	Certificate in Church School Leadership		✓	✓		
<b>Professional Experience and Knowledge</b>						
1	Substantial, successful teaching experience	✓		✓	✓	✓
2	Successful recent strategic leadership experience likely to have been gained as a Head teacher/ Principal or Deputy Head teacher/Vice Principal of a primary school	✓		✓	✓	✓
3	Successful experience of raising standards for all with measurable outcomes	✓		✓	✓	✓
4	Proven track record of managing successful school self-evaluation and accountability and the school improvement process	✓		✓	✓	✓
5	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	✓		✓	✓	
6	Experience of working in collaboration and/or partnership with governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives	✓		✓	✓	
7	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues as well as the statutory and legal framework governing the operation of an academy	✓		✓	✓	
8	Successful experience of effective strategic, financial and resource management to achieve educational priorities and ensure value for money	✓		✓	✓	
9	In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures	✓		✓		

# Person Specification

<b>10</b>	Evidence of highly developed skills in performance management, recognising high performance, tackling underperformance through to resolution and supporting continuous professional development of colleagues	✓		✓	✓	✓
<b>11</b>	A commitment to and evidence of promoting diversity and equal opportunities within the Academy, curriculum and employment practice.	✓		✓		
<b>12</b>	The ability to demonstrate an understanding of the distinctive Christian character of a Church school		✓	✓	✓	
<b>Leading Teaching and Learning</b>						
<b>1</b>	A proven track record in ensuring the highest possible standards in teaching and learning	✓		✓	✓	✓
<b>2</b>	Sustained experience of managing, monitoring and evaluating student progress, and of translating the information into assessment for learning and effective intervention strategies	✓		✓	✓	✓
<b>3</b>	Successful experience of positive behaviour management and developing a student focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding.	✓		✓	✓	
<b>4</b>	Successful experience of curriculum development.	✓		✓	✓	
<b>5</b>	Successful involvement in staff recruitment, appointment and induction		✓	✓	✓	
<b>Personal Qualities</b>						
<b>1</b>	Is committed to putting continuous improvement and pupil outcomes at the core aspects of leadership and management	✓		✓	✓	
<b>2</b>	Is committed to leading the development of a distinctive Church school ethos based on Christian value	✓		✓	✓	✓
<b>3</b>	Has high expectations and personal integrity with the ability to promote and sustain the values , culture and Christian ethos of the Academy	✓			✓	✓
<b>4</b>	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	✓			✓	
<b>4</b>	Is able to manage, inspire, encourage and empower staff	✓			✓	
<b>5</b>	Is able to manage the Academy efficiently and effectively on a day to day basis whilst maintaining a good life work balance	✓			✓	✓
<b>6</b>	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	✓			✓	✓
<b>7</b>	Is a communicant member of an Anglican Church or Evidence of current involvement in a church which is in communion with the Church of England or Able to demonstrate active involvement in a Church community	✓		✓	✓	✓