

Candidate
Information Pack



Headteacher



'Think big
Do the right
thing
Team spirit'



{ DSLV }



www.dslv.org.uk





Contents

Letter of Introduction	3
Why Work for E-ACT?	4
E-ACT's School Improvement Strategy	5
E-ACT's Approach	6
Introduction to DSLV	9
Job Description	11
Person Specification	13
For Further Information	15
How to Apply	15

Dear Applicant

Thank you for your interest in the role of Headteacher at DSLV.

Is this role right for you?

If you are passionate about achieving outstanding teaching and learning in every classroom, inspiring children through engaging curriculums, developing your teaching staff to be the best they can possibly be, ensuring outstanding safety of children and making the school the heart of the community by engaging with all local stakeholders, then this could be the role for you!

The operational management of the school is run by a Regional Operations Director, meaning that they will be responsible for budget management, estates management, line management of operational support staff or ICT in the academy. Our model therefore takes away all other distractions from you, so as Headteacher you can focus solely on improving the performance of staff, pupils and the academy's reach in the local community.

As part of the Trust's Daventry regional hub, you will be supported and challenged from a dedicated Regional Education Director, as well as committed staff from the National Team. You will have a Regional Team of educational System Leaders to provide expert support in school improvement and will have opportunities to share, collaborate and innovate within the Daventry hub and beyond.

We are looking for a passionate individual who relishes the opportunity to lead in all areas of education and is driven by establishing a culture of pupil and staff happiness, safety and personal growth. If you are an established Headteacher who is excited by our model of leadership, if you sign up to our vision, then we want to hear from you!

If you're interested in finding out more about joining our team in DSLV, please read through the rest of this information pack. I hope you are inspired by this post and if you would like to talk more about it confidentially, please contact HR.Team@E-ACT.org.uk who will be able to arrange a telephone conversation.



David Moran
Chief Executive Officer
E-ACT

Why work for E-ACT?

E-ACT is about improving schools. We do this through a relentless focus on building strong teaching and learning, inspiring curriculums, effective standard operating procedures and embedding a culture based on our values of thinking big, doing the right thing and showing team spirit.

The E-ACT team includes over 2,000 employees based across 25 academy teams, five regional teams and one national team.

By giving our pupils the space and time to explore, to learn, to reach out to new people and to challenge themselves every day, we provide an education which gives every one of our pupils the opportunity to be the best they can possibly be. To do this we employ excellent teachers, who in turn, are supported by inspirational leaders in education.

By being part of a Trust, our Academies can collaborate with one another, share ideas and practices. They can also rely on support, when it is needed, from teams of regional experts who enable Academy staff to focus on what matters most: our pupils.

A learning organisation

Whatever your role within E-ACT, we want everyone to keep on learning. We give every single one of our teachers three additional dedicated days to follow an individualised plan to build on your practice - through activities such as peer observations, visiting neighbouring schools or developing your lesson planning skills.

On top of this every teacher participates in E-ACT's professional learning programme in partnership with Ambitions Schools Leadership.

Generous benefits

E-ACT is also a leader in the education sector for our range of outstanding employee benefits. We adhere to the Burgundy Book as a minimum for teaching staff, but go above and beyond this for all staff including a generous maternity policy and opportunities for flexible working to enable you to balance family life.

{Our address}

E-ACT Head Office
Unit 9.2.1 The
Leathermarket
11-13 Weston Street
London SE1 3ER

We are responsible for
over 14,000 pupils across
our 25 primary and
secondary academies.



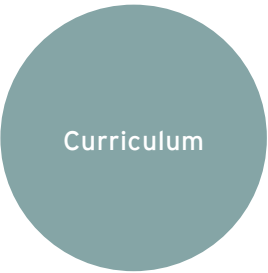
E-ACT's school improvement strategy

E-ACT's school improvement strategy is simple and focused on what matters most: developing people and getting the very best outcomes for our students.



A relentless focus on the quality of teaching and learning

- Every lesson must enable every child to make outstanding progress
- For every teacher to be a subject expert, for them to know every child in their class - their potential and how to exceed this potential



Develop and deliver an engaging and inspiring curriculum

- The curriculum needs to engage, inspire and enable outstanding progress
- The curriculum needs to reflect and maximise the strengths of every teacher



Think big, do the right thing and show team spirit

- To create the right climate - where every child is happy, wants to learn and makes outstanding progress
- To create an environment which promotes honest and supportive relationships that enable everyone to be the best they possibly can be



Effective and efficient standard operating procedures

- To ensure that every system and process applied within the academy is focused on providing knowledge that enables every child to be safe and make outstanding progress
- To ensure that consistent and effective processes are applied which enable teachers to remain focused on their core purpose

E-ACT's Approach

Our regionalised model

Each academy falls into a region, and each region has an Education Team and an Operations Team, led by a Regional Director of Education and a Regional Director of Operations. The Regional Directors are supported by a series of expert System Leaders.

- For the Regional Education team, this will include:
- a Safeguarding and Attendance System Leader;
 - a Special Educational Needs and Disabilities (SEND) and Behaviour System Leader
 - a Data and Information System leader
 - subject specialist System Leaders (depending on the needs of the region)

Region	Primary	Secondary
North	E-ACT Blackley Academy Pathways E-ACT Academy	Parkwood Academy The Oldham Academy North
Walsall	Reedswood E-ACT Primary Academy	West Walsall E-ACT Academy Willenhall E-ACT Academy
Midlands	Mansfield Green E-ACT Primary Academy Merritts Brook E-ACT Primary Academy Nechells E-ACT Primary Academy	Heartlands Academy North Birmingham Academy Shenley Academy
Daventry	DSL	DSL The Parker E-ACT Academy
London		The Crest Academy City Heights E-ACT Academy
Bucks	Chalfont Valley E-ACT Primary Academy Denham Green E-ACT Primary Academy	The Burnham Park E-ACT Academy
South West	Greenfield E-ACT Primary Academy Hareclive Academy Ilminster Avenue E-ACT Primary Academy St Ursula's E-ACT Primary Academy Perry Court	

E-ACT's Governance Structure

The Regional Education Director holds the Headteacher to account on the performance of each academy within their region, acting under the delegated authority of the E-ACT Board of Trustees. In turn, the Regional Education Directors are held to account by the CEO for the academies within their region, who is directly accountable to the Board of Trustees.

Raising Achievement Boards

Each Academy has 6 weekly Raising Achievement Board (RAB) meetings to ensure that the academy is being supported and scrutinised in its educational performance. The educational Raising Achievement Boards are led by the Regional Education Director, with attendance from the relevant regional System Leaders and Academy Senior Leadership Team. The RABs are supportive forums whereby there is a professional two-way dialogue about the performance of the academy, and a collective drive to secure continued improvements.

Academy Ambassadorial Advisory Group (AAG)

Alongside the Raising Achievement Boards, E-ACT has established advisory bodies in each academy called the Academy Ambassadorial Advisory Group (AAG). The AAGs are a central forum for all of our Headteachers to engage with their local community, enabling them to play an active part in the life and progress of the academy.

The Academy Ambassador remit will have four key elements:

Celebration: To help to make sure that celebration of staff, pupils and parents remains a priority for each academy, and to find the best way to do this.

Communication: To work with staff, pupils and parents to make sure that the academy effectively communicates to all stakeholders, so that everyone feels part of academy life and has the opportunity to access information and events.

Concerns or complaints: To act as an independent local point of contact for staff, pupils and parents to express their concerns. Academy Ambassadors will signpost people to the right channels for dealing with their issues and will ensure that any concerns or complaints are fed back to the AAG. Where any trends emerge, the Academy Ambassadors work with the Headteacher and other ambassadors to help find solutions. Academy Ambassadors will also always form the majority of members on any appeals panels.

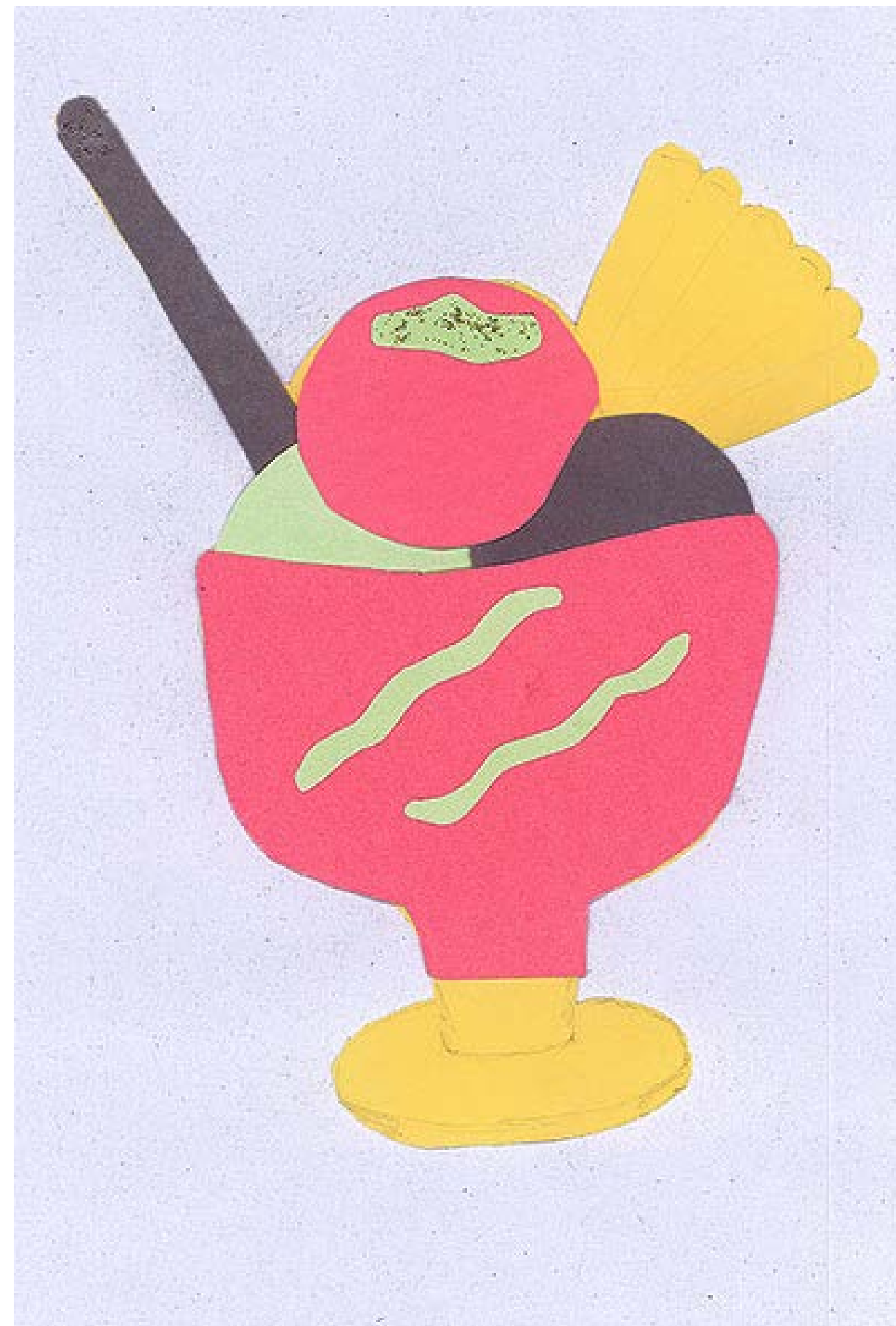
Community: Making sure that the pupils maximise on local opportunities by finding ways to keep the academy at the heart of the community and acting as a key link between the two. To really help the academy to explore what it can do to make the school a hub of community services.

Values-based culture

We want every single person within E-ACT to be driven by three core values:

- We want everyone to think big for themselves and for the world around you
- We want everyone to do the right thing in everything they do, even when this means doing something that's hard, not popular or takes a lot of time
- We want everyone to show strong team spirit always supporting and driving your team forward

We really believe that if we all do the right thing, work with and support our teams and we all think big, believe big, act big, then the results will be big.



Introduction to DSLV

We are an all through academy, supporting pupils and students from nursery to sixth form, with all staff working closely together to support their transition through the academy.

Our Academy has an enthusiastic and dedicated staff team with a leadership team who have a strong vision for the future of the Academy.

It is important that all of our young people have a sense of belonging to an active community, that they share friendship and show respect for themselves and others both inside and outside DSLV. We expect all to learn how to take responsibility for their own actions and learning, develop independence and the ability to make good decisions that affect themselves and others and to show ambition for their own life and future.

Ofsted

Our Academy was inspected in February 2017, when it was judged to be good. We have a strong senior leadership team who have been able to raise the quality of teaching, pupils' behaviour and achievement.

Our approach to performance management and teacher training was recognised in enabling teachers to share best practice and develop their own classroom practices leading to our pupils engaging in lessons.

'... in both primary and secondary provisions, teachers set activities that meet pupils' individual needs, and enable them to make good progress in their learning.' (OFSTED)

Our Pupils & Students

Children can start with us in the Nursery and continue through to the Sixth Form that we launched for A Level students in September 2011.

DSLX children are given a huge advantage as they do not have to move to a completely new school at any stage during their education. This therefore prevents the dips in performance and progress that often occur with school moves and means that if a child needs support in our academy, it is continuous. There are over 1400 young people at DSLV, some who start with us at Nursery or Reception and others who join us in Year 7 from other schools in the town and the villages that surround Daventry.

Primary School Council

At the beginning of year, a child wishing to be part of the Student Council puts forward their name and is encouraged to express their 'manifesto'. The pupils then vote for who they want to represent their class for the year, giving pupils real life experience of democracy and governance.

The Primary School Council representatives play an important role throughout school life, helping to raise school funds, ensuring pupils are happy and safe and that school is an enjoyable place to be.

Secondary School Council

We also have a similar set up for our secondary students where they discuss a wide range of issues affecting student life. Their aim is:

"...to make DSLV a place where students don't just need to go, but actually want to go. A place where all students know they will be listened to and where they feel they are able to approach any member of their school council, a place where student and teacher views are equal."

Our Curriculum

Our primary curriculum seeks to broaden and inspire our young people in becoming confident with reading, writing and maths as well as the importance of e-safety.

We continue to improve the confidence of our secondary students who are taught the skills to help them communicate effectively for a brighter future and helping them become independent thinkers and learners.

We support our students during their transition to sixth form by helping them make the right subject choices. We have a broad curriculum including psychology and health and social care.

Extra-Curricular Activities

We have a huge variety of additional activities for all our young people to engage in whatever their age, including: language clubs, sports, music and drama, art, engineering and technology, animal care, trips, visits and residential.

This approach enriches life for our students and provides them with enjoyable interests that many retain into the future. Some of our young people perform and compete at national and international level.



Nurture. Aspire. Achieve.



Job description

Purpose of the role

- The Headteacher will provide outstanding educational vision, leadership and direction for the Academy, ensuring great pupil outcomes are achieved sustainably, and annual performance targets are met.
- The Headteacher will have core responsibility for: teaching and learning, curriculum development, developing teaching staff and creating a culture of safety and happiness within the academy. They will not have responsibility for operational management of the academy, including: budget management, estates management, support staff line management or ICT.
- The Headteacher will report to the Regional Education Director.
- Headteachers will work with other E-ACT academies within the region and Trust, to enable and support the sharing of good practice within the Trust, with a strong focus on the quality of teaching and learning.
- The Headteacher is accountable to E-ACT's Trustees and is responsible for creating a productive learning environment which reflects E-ACT's ethos.

Key accountabilities

The Headteacher will be expected to lead in the following four areas. The activities listed indicate what success in the area will look like:

Teaching & Learning

The Headteacher will:

- Ensure that there is fantastic teaching, in every classroom, for every child.
- Ensure that every teacher in the academy is developing their practice to becoming outstanding teachers.
- Ensure that every teacher within the academy prepares their lessons well, delivers in an inspiring way and feeds back to children appropriately to ensure that great progress is made by every student
- Ensure that every teacher gains maximum benefit of their additional 3 CPD days per year (E-ACT policy), creating tailored, specific development programmes for individual development.
- Ensure that every teacher is properly appraised, with quality discussion around strengths, weaknesses and with full objectives and planned support/development for the year ahead
- Ensure that any teaching under-performance is tackled in a timely and appropriate way
- Inspire and influence others - within and beyond the Academy and Trust - through your innovative, high quality educational leadership that leads to positive outcomes for children.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

Curriculum development

The Headteacher will:

- Ensure that your academy has in place an engaging and inspiring curriculum that is appropriate for the cohort of children
- Review and assess each subject area within your academy to ensure that the current offer is appropriate to the current student cohort, and that it will have maximum impact on outcomes
- Ensure that appropriate transition phases are included within all curriculum plans and models
- Ensure that 100% of assessments are completed with integrity and fully compliant to examination body requirements - at all key stages
- Ensure effective internal and external moderation arrangements are in place in your academy
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Standard Operating Procedures

- Fully engage in the defined academy RAB process, providing honest feedback on how your academy is performing, its strengths and its weaknesses. Ensure that all paperwork submitted is of a high quality and on time.
- Ensure that you adhere to the E-ACT Scheme of Delegated Authority
- Manage all educational risks within your academy effectively, ensuring that all required mitigations are in place
- Be responsible for safeguarding within the Academy, and working with RODs to ensure that Safer Recruitment procedures are adhered to for every appointment. Headteachers will be expected to complete Safer Recruitment training at least every two years.
- Work effectively with your Regional Operations Director to ensure that the educational requirements of the academy can be financially met

Culture

The Headteacher will:

- Ensure that you and all teaching staff within the academy think big, do the right thing and develop and nurture a positive team spirit
- Ensure that there is a safe and happy culture within your academy, adhering to outstanding safeguarding practice, pupil behavior and attendance.
- Regularly hold your teachers to account to ensure that they and their teams are being the best they possibly can be. This will include honest and sometimes hard conversations, and will need to be guided by doing the right thing.
- Develop effective relationships with all stakeholders
 - i. Ensure that regular all staff meetings are held and positively contributed to
 - ii. Ensure that your academy establishes positive relationships with its local community
 - iii. Ensure that you work effectively and closely with your Academy Ambassadorial Advisory Group
- Ensure effective communication to all staff and parents within your academy, and ensure that there is an effective communication channel between you and the national team
- Establish a culture of leadership development amongst all of your teaching staff.
- Ensure that the achievements of pupils and teaching staff are properly recognised and celebrated on a half-termly basis as a minimum, and ensure that your academy positively contributes and takes part in the regional celebration events which will lead to a national celebration event in 2017.
- Develop effective relationships with fellow professionals and colleagues within the Trust and in other public services to improve academic and social outcomes for all children.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to think big for yourselves and for the world around you;
- We want everyone to do the right thing in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong team spirit, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

Thinking Big

- Show energy, enthusiasm and passion for what you do
- Demand the highest quality in all that you do, and in the work of your team
- Willing to champion new ideas and think beyond the status quo
- Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better
- Be open to new ideas and change where it will have a positive impact on the organisation
- Show a willingness to embrace different ideas and ways of thinking to improve E-ACT
- Ability to 'look outside' - to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work
- Commitment to self-development, and developing your wider Team
- Ability to self-reflect on yourself, your performance, and to think about how this could be improved further
- Ability to encourage ideas from others in order to improve the organisation and build your team's confidence

Doing the Right Thing

- Have integrity and honesty in all that you do
- Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work
- Take responsibility and ownership for your area of work
- Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils
- Be transparent and open
- Be resilient and trustworthy
- Stand firm and stay true to our mission

Showing Team Spirit

- Understand how you can have a greater impact as a team than you can as an individual
- Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission
- Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level
- Recognise and celebrate the success and achievements, no matter how small, of your colleagues
- Be generous with sharing your knowledge to help to develop others
- Understand and be willing to receive suggestions and input on your area of work from others
- Support your colleagues, even when this means staying a little later, or re-prioritising some of your work
- Be aware of other peoples' needs and show an ability to offer genuine support
- Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

Knowledge, experience & skills

Requirement

E - Essential
D - Desirable

Assessed at

A - Application Stage
I - Interview Stage
P - During the probationary period

		E	D	A	I	P
Knowledge	Qualified Teaching Status (QTS)	X		X		
	Graduate	X		X		
	Substantial continued professional development in leadership and relevant professional area		X	X	X	
	Evidence of continuous professional development		X	X	X	
	NPQH/NPQSL		X	X		
Experience	A track record of success in leading a comparable organisation and achieving high levels of outcomes	X		X	X	
	Effective senior leadership experience in a challenging environment	X		X	X	
	A proven track record of leading effective improvement strategies to raise standards for students of all abilities	X		X	X	X
	Use of innovative approaches to the development of teaching and learning	X		X	X	X
	Experience of Ofsted processes		X	X	X	X
	Successful management of school self-evaluation, improvement planning and target setting	X		X	X	X
	Effective leadership of staff performance management and professional development	X		X	X	X
	Leadership in pastoral/student development within a robust safeguarding culture	X		X	X	
	Successful partnership with other schools, relevant service agencies and stakeholders		X	X	X	
Skills	An ability to design and implement an inclusive, relevant curriculum with knowledge of latest curriculum developments	X		X	X	X
	In-depth knowledge of best practice in teaching and learning to support student achievement	X		X	X	
	An ability to analyse and interpret student data to inform planning and to set challenging performance targets	X		X	X	X
	An ability to lead, motivate, develop and inspire staff	X			X	X
	Expertise in timetabling design		X	X	X	



For Further Information

To arrange a conversation about the role with the Regional Director of Education (Daventry), or if you would like to visit the Academy, please contact Heather Rowe on HR.Team@E-ACT.org.uk.

All enquiries, formal and informal, will be treated in confidence.

How to Apply

To apply, please complete the Application Form and send to HR.Team@E-ACT.org.uk. Your application should outline how you meet the qualification and experience elements of the Person Specification.

The closing date for applications is Monday 27 November 2017.

Interviews will be scheduled for the beginning of December 2017.