

Budbrooke Primary School

ENSURING EXCELLENCE

Styles Close, Hampton Magna, Warwick, CV35 8TP
01926 492 045



Headteacher Candidate Information

LETTER FROM PHILIP HAMILTON
Chief Executive Officer



Dear Applicant

Thank you for taking the time to read about this exciting opportunity to lead Budbrooke Primary School. I hope you find the information in this pack helpful.

Budbrooke is an important member of our family of community schools and we are all exceptionally proud of the staff and young people at the school, as they have taken it forwards significantly in recent months and years. This wonderful community primary school recently judged 'Good' by OFSTED has been part of our Trust since 2014 when it joined us as a sponsored academy. It is now transformed. This appointment of the school's new Headteacher marks another significant milestone on its journey to excellence and a wonderful opportunity for someone who believes in and is ambitious for the children who attend the school.

Our Trust originated as The Polesworth School Academy Trust and then became Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged 'Outstanding' by OFSTED within the last 3 years and are National Teaching Schools. The Trust has grown since 2012 and now comprises five secondary schools and nine primary schools in Warwickshire, Staffordshire and Telford.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. Budbrooke Primary School is in our Warwick/Stratford Hub that consists of three further primary schools.

Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader and significantly influential on the journey of school improvement.

You will also be school leader in a professional family that values partnership and collaboration. Schools in our Trust are:

- Focussed on achieving excellent academic, personal and social outcomes for the children.
- Committed to the moral imperative of community school improvement and shared system leadership.
- Mutually supportive, not in competition with each other but fiercely loyal to each other.
- Equal partners with all other schools irrespective of their phase, size or successes.
- Multi academy trust minded - our schools celebrate the success of others as well as themselves and share accountabilities.
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensures the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

"As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand, and threw it into the waves to safety "it makes a difference to this one" he said."

The main message from this story is clear - children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our professionals' working environment and for the young people in our care. All of us at our Trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

When you work with us, we are also keen that you will grow as a professional and benefit from a culture of professional development. Your professional development is very important to us and we have the capacity through our school networks and the Trust wide National Teaching Schools to support you in your work and career.

More information about our Trust is available on our website at: www.communityacademiestrust.org

Good luck with your application.

Yours sincerely

Philip Hamilton
Chief Executive Officer

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our schools.



Our Young People

We value three main types of achievement for our young people, and the vision for our schools is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement — Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy (learn what to do when they don't know what to do) so that they gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition—ambition not only for themselves but for the communities in which they live and work.

Achievement — 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our schools planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement — relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school's community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

LETTER FROM EDWARD MAY
Executive Director (Education) and Founding Trustee



Dear Applicant

I very much appreciate your interest in the position of Headteacher at Budbrooke Primary School, which represents a wonderful and unique opportunity to lead and further develop a successful primary school located in the heart of Warwickshire, an area steeped in history and in a county that's alive with educational opportunities to exploit; our school serves a diverse and vibrant community.

Each and every member of Community Academies Trust shares our commitment to ensuring that local communities have exceptional schools. Our values are underpinned by a core set of principles that shape and define the way we work with the children in our care and the community we serve. We passionately believe in three main types of achievement:

Academic; where children are challenged to achieve more than they ever thought possible,

Social; where excellent relationships for learning form the basis of all types of achievement,

Personal; where all of the children in our care can achieve something they can be proud of every day, in addition to their academic achievement.

We aim for Budbrooke Primary School to be at the very heart of its community. In addition to delivering a high quality education for children from 4 to 11, we are also keen for our school to be 'outward looking'. We strive to foster strong links with the wider education community, working closely with pre-school settings, our local cluster of schools and our local Community Academies Trust schools, whilst also further developing community cohesion by offering opportunities in school during evenings and weekends for adult learning, as well as clubs and activities for all.

Our plans for our school are ambitious. Budbrooke was recently inspected by OFSTED and judged to be a 'Good' school where there is 'effective and caring leadership' and where 'pupils respond positively to the many opportunities that the school offers them'. Our intention is to become an outstanding local community primary school as a result of our staff being the best leaders, most talented teachers, skilled teaching assistants and dedicated support staff, who all understand the importance of each child reaching their potential. We strive for our school to offer a highly stimulating learning environment where all of our children will thrive and make exceptional progress, whatever their background or ability.

Our family of schools is characterised by their wonderful enrichment activities. With excellent local historical and cultural resources close by, we have developed an exciting theme based curriculum, strengthened by stimulating visits and engaging visitors to enthuse the children and tick off their list of '100 brilliant things to do by age 11'.

As the new Headteacher of a Community Academies Trust school, you will experience high levels of support and expertise from your Community Academies Trust colleagues who lead a diverse range of schools in communities close by, which are similar and very different to your own. We work closely together, meeting often to share excellent practice and solve barriers to high achievement. Apart from benefiting from our own 'Warwickshire hub' working arrangements, you will also join the cluster of local authority schools within the immediate locality. Our aim is to promote close working relationships with all schools and share great teaching and learning by also influencing and promoting best practice across the county and beyond.

Our Headteachers are empowered and trusted to lead their schools, free to make decisions and choices which are congruent with our strong ethos. This autonomy is highly valued and allows our Headteachers and their schools to develop a strong and unique identity which recognises the unique communities in which they work.

Community Academies Trust Headteachers are also supported strongly by their Headteacher colleagues, our own Teaching Schools and by excellent central support arrangements for finance, HR, legal and site management. Our Headteachers are also empowered with the freedom to make the decisions any great Headteacher would expect to make.

Our Trust values our Headteachers innovating and we believe that 'if your way is the better way, we all do it that way'. This practice has led to many exciting developments being introduced by individuals such as an E-Learning platform, performance management initiatives and high quality safeguarding recording systems, all of which have been readily welcomed and adopted by all. We are proud that all of our Headteachers have developed significantly through our successful tried and tested mentoring and professional development structures.

I very much hope that you are encouraged to apply for the post of Headteacher at Budbrooke Primary School and look forward to meeting you soon.

Yours sincerely

Edward May
Executive Director (Education) and Founding Trustee

***“Education is for improving lives and for leaving
your community and world better than you found it”***

Job Description

Primary Headteacher—Budbrooke Primary School

Group Size 2 ISR L15- L21

Depending on experience plus Teachers' Pension

Purpose: To lead the school so that it provides excellent schooling for the families who live in the community it serves. To be an advocate for the children and the wider Budbrooke community.

Responsible to: The children, parents and wider local community, the local governing body, The Community Academies Directors.

Responsible for:

- Overall responsibility for establishing, leading developing and growing Budbrooke Primary School
- Working with Community Academies Trust Directors, CAT Senior Leadership Team, Hub Governing Body and the Local Governing Body to build a firm ethos that will ensure success
- Ensuring full adherence to all current statutory requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children
- Carry out all duties in line with the conditions of employment as set out in the Burgundy Book, annual School Teachers' Pay and Conditions document, the National Standards of excellence for Headteachers and the policies and procedures of Community Academies Trust (CAT)

Strategic Direction

The Headteacher will create and develop the ethos, providing educational vision and direction which secures:

- Outstanding teaching
- A positive and successful learning environment and pupil achievement
- A working environment which values all staff
- High standards in pupils' moral, cultural, social and physical development, preparing them for life in modern Britain
- Successful OFSTED judgements.

Drawing on experience and best practice the Headteacher will work with the Multi Academy Trust, Governing Bodies and Senior Leaders to build a strong strategic direction and focussed and aspirational learning plan which:

- Identifies priorities and targets that support high standards enabling pupils to make progress and maximise achievement
- Supports continuous improvement in the school environment and teachers' effectiveness and secures continuing school improvement
- Ensures the management, finances, organisation and administration of the school and supports its vision and aims
- Is underpinned by sound financial planning
- Contributes positively to school collaboration
- Encourages all those involved in the school to be committed to its aims, to be motivated to achieve them and involved in establishing the short, medium and long term objectives and targets which will secure educational success
- Stipulates that policies and practices take account of national, local and school guidelines and reflect best practice
- Monitors, evaluates and reviews the effectiveness of the school's policies, priorities and targets
- Ensures their important and influential position on the Hub Governing Body.

Leadership

The Headteacher will:

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own knowledge, expertise and skills, and that of those around them
- Be highly visible and approachable to all members of the community
- Demonstrate those leadership behaviours which positively impact relationships and attitudes towards pupils, staff, parents, governors and members of the community
- Hold and articulate clear values and moral purpose
- Champion the relationship with children, parents and the wider local community, the local governing body, The Community Academies Trust Directors
- Be an active and collaborative leader within the local Community Academies Trust Hub of schools
- Develop, inspire, and lead a highly effective team with enthusiasm and a continuous drive towards excellence
- Identify and nurture talent to enable effective leadership development and succession planning
- Maximise the contribution of staff and ensure effective working relationships are in place throughout the school
- Implement and sustain effective systems for management of staff performance, incorporating appraisal systems and targets for all staff, ensuring those for classroom staff relate to pupil achievement
- Develop successful links with local schools and academies and consider other opportunities to ensure the school's reputation for excellence and best practice



Learning and Teaching

The Headteacher will:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning
- Work with others to develop a rich curriculum that engages all children and sustains effective teaching and learning throughout the school
- Routinely assess, monitor and evaluate in order to identify effective teaching and ensure it is evidenced across the full curriculum with a comprehensive programme of monitoring, evaluation and continuous assessment in place
- Will spend time in classrooms to model good practice
- Monitor and evaluate the standards of learning and achievement of all pupils across the school, in order to set challenging and realistic targets for achievement
- Use benchmarks and evidence based best practice to set targets for service delivery and improvement
- Develop and maintain effective links with wider education institutions and the local community, to extend and enhance the curriculum with economic, social, moral, and cultural experiences
- Establish effective partnerships with parents and carers that support and encourage pupil achievement, personal development and the closing of attainment gaps in specific groups
- Recruit staff of the highest quality, complying at all times with best and safer recruitment practices
- Create an effective staff structure to facilitate the development of high quality education
- Set appropriate parameters for expenditure and the allocation of funds in order to safeguard effective administration and control in line with the Academies Financial Handbook to meet the short, medium and long term plans of the school
- Set and review budgets that maximise pupils' potential for learning and achievement
- Organise the school environment efficiently and effectively to ensure the needs of the curriculum and statutory requirements are met at all times
- Analyse data in order to formulate education objectives, benchmarking the school's performance
- Provide information, objective advice and support to the Multi Academy Trust and governing body to ensure it effectively meets its responsibilities for securing excellence in teaching and learning and the highest standards of achievement, efficiency and value for money
- Guarantee the compilation, maintenance and auditing of accurate and up-to-date records to satisfy legal, operational and strategic governance requirements including those relating to safeguarding
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Make certain that pupils and parents/carers are well informed about the curriculum, attainment and progress and also the contribution they make to the school's achievements.



Person Specification

Key Competencies		Essential (E)	Application (A)
Qualifications, Experience and Personal Qualities		Desirable (D)	Interview Process (I)
Qualifications and training			
1	Honours degree or equivalent	E	A
2	Qualified teacher status	E	A
3	Relevant higher degree or equivalent	D	A
4	Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning	E/D	A
Shaping the future			
1	Substantial, successful teaching experience	E	A/I
2	Successful recent strategic leadership experience likely to have been gained as a Senior Leader of an 'Outstanding' primary school	D	A/I
3	Successful experience of raising standards for all with measurable outcomes	E	A/I
4	Proven track record of managing successful school self-evaluation and accountability and the school improvement process	E	A/I
5	Proven track record in leading and managing staff including building and developing a successful team, delegating effectively and implementing and managing change	E	A/I
6	Has experience of creating staffing models which build the organisation, and encourage individual staff to grow and realise the potential for all pupils	E	A
7	Experience of working in collaboration and/or partnership with local and Hub governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives	E	A/I
8	Proven track record of establishing effective communication mechanisms to enable the governing body to fulfil their statutory responsibilities at the highest level	E	A/I
9	Experience of effective leadership in aspects of collaborative work with parents and families	E	A/I
10	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues	E	A/I
11	Successful experience of effective strategic financial and resource management including setting priorities for expenditure, allocating funds and controlling costs	E	A
12	Proven track record of financial management against an agreed strategic plan in which educational priorities are met and value for money is ensured	E	A/I
13	Evidence of highly developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues	E	A/I
14	In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures which promote emotional health and well-being	E	A
15	A commitment to and evidence of promoting diversity and equal opportunities within the school curriculum and employment practices	E	A
16	An understanding of the requirements and a willingness to provide for pupils with particular special educational needs and or disability	E	
17	Good ICT skills	E	A
Leading teaching and learning			
1	A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice	E	A/I
2	Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies	E	A/I
3	Successful experience of positive behaviour management, through the implementation of student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	E	A/I
4	Experience of sustaining positive outcomes and improved life chances for all pupils	E	A
5	Successful experience of outstanding curriculum development	E	A/I
6	Successful involvement in staff recruitment, appointment, induction and retaining staff	D	A/I
7	Experience of delivering excellence through a broad and balanced curriculum within a primary setting	E	A/I
Personal Qualities			
1	Is passionate about creating a rich inclusive learning environment where every individual member of the academy community is known and valued	E	A/I
2	Is committed to leading the development of a distinctive community school	E	A/I
3	Is able to demonstrate creative and innovative thinking with evidence of recent success	E	A/I
4	Has high expectations and personal integrity with the ability to promote and sustain the values culture and ethos of Community Academies Trust	E	I
5	Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing	E	I
6	Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectations	E	I
7	Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure	E	I
8	Is able to run the school efficiently and effectively on a day to day basis whilst maintaining a good work life balance for themselves and enabling this for all	E	A/I
9	Is an outstanding, reflective practitioner who demonstrates evidence of learning from experience	E	I
10	Has high expectations for pupils' learning and achievement through creating an aspirational culture	E	I

Application Process

You are very welcome to visit Budbrooke prior to submission of your application. Please call the school office on 01926 492 045 to book an appointment.

Completed applications are to be submitted by email to: recruitment@communityacademiestrust.org by no later than 5pm on **Monday 8th January 2018**.

If you do not receive acknowledgement of an electronic application then please phone 01827 702216.

Please complete the attached application form and a letter of application of not more than two sides of A4 that includes the following:

- Your vision for the primary school you might lead
- How you will lead to ensure your vision is achieved
- How your experience has prepared you for this role
- Anything else you feel relevant to your application.

Candidates shortlisted for interview will be asked to undertake a series of selection tasks and activities over two days.

The proposed dates for our interview process are **Wednesday 24th and Thursday 25th January 2018**.

More information on the format and any preparation needed will follow after shortlisting.

It is our normal policy to take up two references for Headteacher appointments. In the case of applicants who are currently employed as a Headteacher we expect these to be from:

- The Local Authority or Academy Trust where you are currently employed
- Your Chair of Governors.

In the case of applicants who are not currently employed as a Headteacher, we expect referees to be:

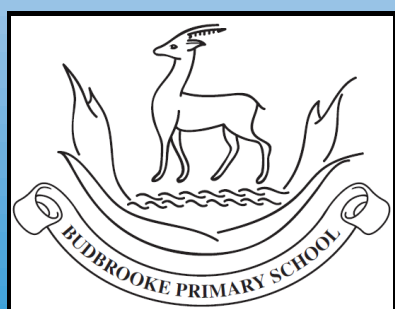
- The Headteacher in your current or most recent school, or if you are not currently employed in a school, your current line manager
- Another referee who can attest to your professional skills, including leadership and management skills.

Human Resources
Community Academies Trust
The Polesworth School
Dordon Road
Dordon
Tamworth
Staffordshire
B78 1QT
Tel: 01827 702 216





COMMUNITY
ACADEMIES TRUST



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