



Required for September 2018

Appointment of Headteacher

**Leadership Payscale L27 – L33
(negotiable for an exceptional candidate)
A relocation allowance is also on offer, if required**

BOURNE END ACADEMY

(Part of Wycombe High School Academies Trust)

New Road
Bourne End
Bucks
SL8 5BW

Executive Headteacher:
Mrs Sharon Cromie



Headteacher Information Booklet

Letter from the Chairman of the Trust and the Chairman of Governors

Thank you for your interest in the position of Headteacher at Bourne End Academy (BEA).

Our school, which is situated in the village of Bourne End, Buckinghamshire is one of 21 Upper Schools in the county. The forthcoming retirement of our current Headteacher, who has provided dedicated and impactful leadership, presents an exciting opportunity to appoint an exceptional new leader. I hope that, after looking through this literature, you will get a feel of the type of school we are, and the ethos and values that are important to us.

Since academisation in 2014, BEA has made great progress on our journey to good and beyond. Under the current Headteacher's leadership, Bourne End Academy is rapidly becoming one of the best Upper Schools in Buckinghamshire. This is evidenced by recent data. Our GCSE progress data for 2017 places us as the 10th best Upper School in Buckinghamshire, and above similar local Upper Schools in Marlow, Beaconsfield and High Wycombe. This data is in the public domain on the DfE website: <https://www.gov.uk/school-performance-tables>. We offer curriculum pathways catering for each student's needs, whether that student requires nurture and support to achieve good GCSE passes in English, Mathematics and other Ebacc subjects, or those students who would sit comfortably in any grammar school system and go on to achieve excellent A-Levels, BTECs and university places. Indeed, we are proud of our strong record of placing all our students in higher education, further education or employment. The successful candidate must have the ambition, organisation, data awareness, commitment to learning and teaching and vision to continue this journey. The post will suit an existing Headteacher wishing to progress under a Trust structure, perhaps in time to Executive Headship in the Trust, or an existing Deputy Headteacher looking for their first headship.

We benefit from a highly committed, experienced and loyal staff, supportive parents and a committed Governing Body with, as part of a local Multi Academy Trust (Wycombe High School Academies Trust), the support of a very experienced Trust Board. Collaborative working across the schools is enabling us to build a broad curriculum at Sixth Form, develop deep expertise in subject pedagogy and innovation in learning and teaching.

You will read later in this information pack the importance of the School's ethos: Believe, Engage and Aspire. Our collective aim is to enable each student to fulfil their individual potential. We are a proud school and are consistent in our focus on sustaining and improving educational standards. We are seeking a highly visible, hard working, organised and data literate leader, with strong communication skills, who can carry these aims forward, champion BEA and contribute to the Trust. On behalf of the Governing Body, thank you for your interest in our school. We would like to extend a warm welcome and an invitation to visit our school. Please contact Mrs Maggie Brookling, Trust HR Manager on mbrookling@whs.bucks.sch.uk for further information or to arrange a visit.

Yours sincerely



Steve Jordan
Chairman of the Trust



Mike Curtis
Chairman of Governors

Wycombe High School Academies Trust (WHSAT)

The Trust was established in 2014 to bring Bourne End Academy and Wycombe High School together, at a time in Bourne End's history when improvements were needed. We are delighted that the Trust has proven to be a mutually beneficial relationship that has brought about, and continues to bring, improvement in both schools. Built on this success the Trust is looking to grow and this growth will present further opportunities for all employees, including Headteachers, to access over time a progressive professional learning programme with continuing career opportunities. The Trust is in the process of consulting on a new name to more explicitly display its vision and values to the wider world. These are to:



- Put the child, young person and families at the centre of everything we do
- Celebrate diversity, difference and individuality of children, young people and schools
- Have high expectations and ambition for every child's academic outcomes
- Believe in opportunity through learning
- Be committed to ensuring access to a broad curriculum (academic and technical, EYFS, primary and secondary)
- Develop innovation, challenge and enjoyment in learning
- Harness the power of partnership working across sectors and school types to deliver excellence in education
- Build parental and local community trust and support
- Deliver operational effectiveness to underpin this vision

All schools in the Trust benefit from trust-wide initiatives such as Cygnus Teaching School Alliance, the Bucks, Berks and Oxon Mathematics Hub, School Direct and the National Mathematics and Physics SCITT (School Centred Initial Teacher Training), which are entities designated to the Trust and which positively impact reputation, recruitment and retention.

Trust-wide structures enable Headteachers and other leaders to professionally network and share best practice across the Trust. Trust Schools retain their individuality and uniqueness, whilst benefitting from this networking and the centralised services such as Human Resources, Finance, IT, Data and Examinations support. The Trust Board takes a strategic role and each school has its own Local Governing Body.

The Trust and its schools remain outward looking and remain at the cutting edge of educational developments through choice.

Bourne End Academy

Bourne End Academy, an Upper School in a county which is wholly selective at secondary level, combines high academic aspirations with a focus on warmth and inclusivity for all our students. We have a track record of a rapidly improving profile for our students to achieve good academic outcomes. We have a strong Talent Management Policy, going out of our way to attract and retain excellent staff. The Academy is well situated, with excellent road and rail links to London and the Home Counties.

We currently have 600 boys and girls in Years 7 to 13, reflecting a mixed ability intake, with the majority of our students living local to Bourne End. Additionally, we have an Additionally Resourced Provision (ARP) that supports students with autism. With Buckinghamshire being a wholly selective authority, the top 30% of Year 6 pupils are selected for grammar school education. We share A Level and BTEC provision at Sixth Form with Wycombe High School.



Bourne End Academy opened in September 2014, replacing the predecessor school which had been placed in Special Measures in 2013. The pace of change is exciting and the impact is discernible. There has been a tide change in terms of student expectations, academic challenge and intervention. Indeed, there has never been a better time to join our school.

The Academy had its first Ofsted inspection in November 2016 and the report confirms that the school has made significant progress towards its mid-term aim to be rated (at least) a 'Good' school:

- strong, ambitious and effective work of school leaders at all levels
- high staff morale; the vast majority said they are proud to work in our school
- students demonstrate good levels of confidence and want to do well; they are polite, helpful and courteous
- the majority of parents would recommend our school

Our staff strive to extend the horizons of our students, encouraging them to aim high and become independent learners. With a robust, ambitious development plan, teachers can focus on improving the quality of learning and outcomes. Students need little encouragement to take part in a very wide range of extra-curricular activities, including a range of sports, dance, community service and enterprise. To support this, colleagues are encouraged to contribute their skills and enthusiasm to the wider curriculum, with its opportunities for adventurous learning and active citizenship.

In return, staff benefit from a comprehensive induction programme. Ongoing career development is an expectation for all, with opportunities provided for staff to advance within the school, as well as offering support for those who may wish to find promotion elsewhere. In fact, we have excellent links with other schools in the area, which ensure robust networking and CPD opportunities. The use of IT is embedded in teaching and learning, with laptops provided for all teachers and home to school access provided for all.

The school's Local Governing Body comprises professional people from business, finance and education. Our governors have both general and specialist roles in supporting the school, and are very active backers of the leadership, staff and students. Additionally, the school has well-established and very close community links, with strong parental support.

You can find further information about the school on our website at www.bea.bucks.sch.uk and you are welcome to visit us.



Our Staff

We have 98 staff; 48 teachers, of whom 41 are full time, and 50 support staff. There are 17 Subject Leaders and 4 Heads of Year who are responsible for the smooth and effective running of their respective teams. We have a team of excellent Learning Support Assistants who work extremely well with teachers to ensure positive outcomes for our students.

Staff are actively encouraged to contribute ideas to inform whole school planning and to participate in new initiatives. All colleagues have an opportunity to contribute to whole school improvement planning.



All our staff are entitled to an annual Professional Review and to a high quality programme of induction and continuing professional development. We run a comprehensive programme of in-service training designed to develop teaching and leadership skills, to support the aims of the school improvement plan and to encourage colleagues to develop their careers.

We are fortunate in the high quality and commitment of our support staff, who are vital to the success of the school and to the excellence of education that we can provide.

Offering an attractive career structure for non-teaching colleagues, supported by training and professional development opportunities, is a school priority. BEA has a Talent Management Policy and goes out of its way to attract and retain excellent staff.

Support staff play a key role in the success of the school fulfilling a variety of functions including exams, administrative, financial, technical, clerical, learning support and site maintenance.

Staff and student testimonials



Current Headteacher (retiring)

"This has been the most exhilarating job that I have had. You will be leading a school where the staff, students and parents work with you as there is a commitment, energy and desire for BEA to be the first choice upper school for the local community.

The staff are dedicated to their profession, they work tirelessly for our community and they show a vibrancy that permeates through the school. Our parents have developed a successful Parent Teacher Association that hosts events that are well attended and bring a sense of community as well as useful resources to the school.

As I told the students when I broke the news about my retirement: "Each and every one of you make my job worthwhile. You are such an engaging group of students. You have a sense of right, you care, you (usually!) work hard and you definitely pull together as a community. Every time that we have visitors to our school it is you who shines out – your warmth, your pride for your school and your inclusivity."

I have been so privileged to work with all our stakeholders as we shaped our school into what we felt Bourne End Academy should be. A school where we all Believe, Engage and Aspire. A school where respect is at the heart of how we work with each other."

Member of the Senior Leadership Team

"I am in my third year at the school and feel it is a privilege to be part of the journey of BEA. I have seen immense growth in all aspects: from teaching and learning, behaviour and leadership as we have a relentless focus to succeed. This school is going places and with the support of all stakeholders will get there. This will be at a place that will be remarkable for all to see in the very near future."

Teacher

"I enjoy teaching at BEA and have found it both challenging and rewarding. The challenges have helped me to develop my own professional practice and I have felt very supported in this by talented colleagues. The rewards have been in the sense of accomplishment in making a difference in the lives of young people and seeing them grow both academically and in maturity. I believe that the relatively small size of the school contributes to a sense of community and a spirit of collaboration."

Subject Leader

"I joined Bourne End Academy in 2014 after a move from a very large secondary school in Birmingham, and I think that it is the relatively small size of the school that gives it its charm and character. Staff give excellent pastoral care and there is a real feel of community as you walk around the site. Pupils are welcoming and supportive, and we quickly form positive relationships with both them and their parents. At the same time, the school sets challenging expectations and is rigorous in monitoring the attainment of these, and staff work incredibly hard to inspire our youngsters to achieve their full potential."

Head Boy

"Bourne End Academy is the unfinished product of a remarkable improvement process, and continues to gain identity and character. Over 4 years, the school has, and continues to, improve drastically, under the leadership of the Wycombe High School Academies Trust and our own Senior Leadership Team here at BEA. Improvements in teaching staff, facilities, opportunities, finance and, crucially, results have arisen because of the collaboration between several outstanding parties, and have produced an educational establishment to be proud of."

We do things differently here; each and every student is valued and catered for. The curriculum is balanced to ensure this, combined with focus on instilling key values and ethos.

Students at Bourne End Academy know that real engagement in their studies will always result in achievement; the school provides a natural environment that encourages success."

New Year 7 students

"One of my favourite things about this school is how the teachers are really supportive. It is extremely happy and all the staff make you feel very welcome. We are encouraged to push ourselves in all that we do, have 100% attendance and never be late!"

"This is a great school and next September I guarantee that we will all make you feel very welcome, and that you will fit in and make new friends and be as happy as we are here."



Headteacher - Job Description

Accountable to:

**Executive Headteacher
Academy Trust Board
Chair of Local Governing Body**

Core Purpose of the Headteacher

The Headteacher is accountable to the Wycombe High School Academies Trust (hereafter 'the Trust') for ensuring the educational success of Bourne End Academy (hereafter 'the School') within the overall framework of the Trust's Strategic Plan, the School's Strategic Plan, relevant legislation, best practice and available resources.

1. Strategic direction and development

- a. Develop and communicate a shared educational vision that expresses the core values of The Trust and Bourne End Academy; is responsive to the needs of the local community, and motivates and inspires others.
- b. Work closely with other academies within The Trust and all other appropriate key stakeholders to achieve this vision and secure their commitment to its enactment.
- c. Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- a. Promote excellence in teaching and learning, ensuring a continuous and consistent school-wide focus on students' achievement, attainment, behaviour and development (moral, spiritual, physical and social, as well as academic).
- b. Ensure that a high quality educational experience is available for all children and young people that attend Bourne End Academy.
- c. Establish creative and collaborative responses to personalising learning and improving teaching within the School.
- d. Drive innovation in education ensuring the school is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- e. Determine curricula that are informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of 21st century.
- f. Develop and implement strategies to ensure continuity of learning at all main points of transfer, in particular from the primary to secondary phase, and Year 11 to Sixth Form.
- g. Through a programme of innovation and excellence, ensure a broad and balanced curriculum that supports the needs of all students; and that attainment / achievement gaps across cohorts are narrowed.
- h. Encourage creative, responsive and effective approaches to learning and teaching.
- i. Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action.
- j. Ensure that individual student progress is regularly assessed, recorded, reported and used to inform future teaching and intervention.
- k. Provide a range of extra-curricular activities which will maintain the reputation of the School for providing a broad and well-rounded education.

- i. Create a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, take pride in their school and their learning and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and others

- a. Provide intelligent, professional, consistent and clear leadership for the School and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the school.
- b. Set high standards and expectations for personal, student and staff behaviours and actions in support of the achievement of the school's intended outcomes.
- c. Ensure high standards of behaviour to support rapid progress.
- d. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school.
- e. Implement the Trust's performance management framework for teaching and support staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- f. Regularly review own practice, set personal targets and take responsibility for own development.
- g. Ensure that systems are in place to encourage all teaching and support staff to be similarly active in their personal and continuous professional development.
- h. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management of the school: ensure sound middle leadership supports the senior team
- i. Develop an ethos which ensures regular involvement of stakeholders in school developments and encourage collaboration, innovation and individual and team creativity.
- j. Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the School's ethos and vision.

4. Academy ethos and community

- a. Create effective means of communication to ensure that all sections of the School community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the School, its policies, procedures and future direction.
- b. Create strong links and collaborative ways of working with all stakeholders including the wider community, the Trust, neighbouring schools and colleges, and feeder primaries.
- c. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services and enable the wider community to access knowledge, skills and learning opportunities.
- d. Work with the Trust to support the achievement of locally determined educational priorities and initiatives.
- e. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the School's approach.
- f. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- g. Create a culture where all members of the School community respect others and their physical surroundings.

- h. Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence and social responsibility are encouraged.
- i. Ensure disadvantaged students, including SEND and Pupil Premium, are supported and gaps are diminished.
- j. Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the School.

5. Management of the organisation

- a. Deliver effective operational management for the delivery of education within the School's budget and in accordance with financial and organisational structures of the Trust.
- b. Work to, and report on, targets for achievement of the School and personal targets as agreed by the Trust, Board of Governors and the DfE.
- c. Work within a defined organisation structure which enables effective and efficient ways of working and support the achievement of the School's objectives.
- d. Work with the Trust Board, Executive Headteacher, and the Chair of the Local Governing Body to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- e. Within the School's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the School and of their personal role in enabling and promoting high quality learning.
- f. Work with the Trust Board, Executive Headteacher and the Chair of the Local Governing Body, and any other appropriate leaders to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- g. Act in accordance with Trust policies and relevant legislation (and funding agencies) affecting the conduct of the School, particularly those governing health and safety matters and employment rights.
- h. Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

6. Supporting the work of the Trust

- a. Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across the Trust schools; and support other staff in participating in Trust work.
- b. Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the School and the Trust in a national context.
- c. Undertake any other duties reasonably deemed appropriate to the role of the Headteacher.

7. Specific Responsibilities

- a. To report to the Trust Board and Executive Headteacher, the Chair of the Local Governing Body as appropriate.
- b. To report to the Local Governing Body on School performance and the implementation of Trust policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.

- c. Further aspects to be agreed with the Academy Trust Board, Executive Headteacher, the Chair of Local Governing Body as required and in line with the Trust's Scheme of Delegation. Examples include:

- Local Budgets / financial planning
- CIF Bids
- Disciplinary Procedures (teaching staff)
- Emergency Procedures
- Grievance Procedures (teaching staff)
- Health and Safety
- Major Events
- Census returns
- Quality Assurance
- Quality Plan*
- SEF / Ofsted preparations
- SLT Meetings
- Recruitment

NOTES

The Headteacher is subject to the requirements of the NCTL National Standards. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Executive Headteacher and other panel member(s) appointed by the Academy Trust Board.



The Headteacher is subject to the requirements of the OfSTED measures of effectiveness, which will be monitored by the Executive Headteacher, the Trust Board, and the Local Governing Body.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the School at the reasonable discretion of the Executive Headteacher, the Trust and the Chair of Local Governing Body.

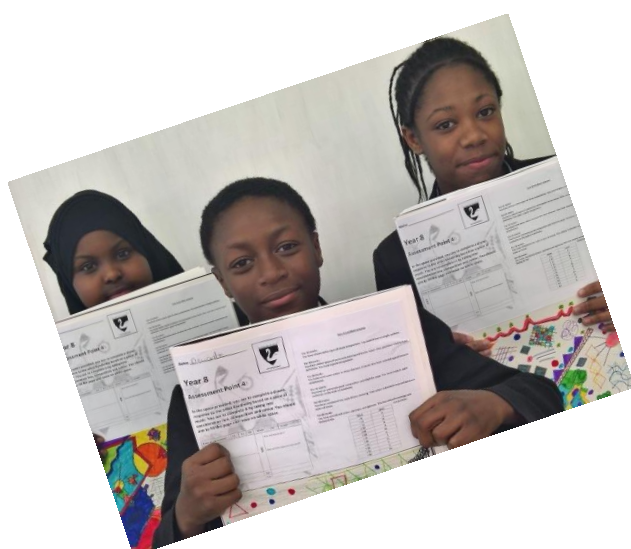
This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this booklet and the school prospectus give you a flavour of Bourne End Academy. To help you in your application we show below the essential and desirable characteristics that we are looking for when reading the applications and at the interview.

Person specification	Essential	Desirable
Good honours degree	✓	
Qualified Teacher Status	✓	
NPQH	✓	
Experience of previous Headship		✓
Substantial and successful experience of leadership in the secondary sector	✓	
A strong classroom practitioner	✓	
A strong and visible leader of behaviour management	✓	
A record of recent relevant professional development that includes training in leadership and management	✓	
A knowledge and understanding of statutory education frameworks, including governance	✓	
Knowledge of current curriculum developments and enthusiasm to be involved in curriculum design	✓	
Ability to articulate Bourne End Academy's vision and inspires, motivates and empowers others to achieve this	✓	
Committed to the ethos of Bourne End Academy	✓	
Ability to display a clear and effective leadership and management style	✓	
Uses a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	✓	
Confident user of ICT to enhance teaching and learning	✓	
A shared approach to problem-solving and achieving goals	✓	
A knowledge and understanding of strategies for ensuring inclusion, diversity and access	✓	

Communication skills to provide clear and accurate information and well informed advice	✓	
Strong organisational, time-management and planning skills	✓	
An ability to hold oneself and others to account and deliver strong outcomes for students	✓	
Understands the implications of having specialist school status and multi-academy trust status, and a willingness to develop the MAT aspect of the School	✓	
Ability to work sensitively with a variety of people, including pupils, parents and staff, governors, the local and wider community, media communication and other agencies	✓	
Passionate about supporting, motivating and inspiring learners, their families and the community	✓	
Strategic financial planning, budgetary management and principles of best value	✓	
Shows consistency of judgement and high integrity	✓	
Stable and supportive with stamina, energy, confidence and emotional intelligence.	✓	
Resilient, positive, calm and effective under pressure	✓	
Keen to develop own career	✓	



How to apply

Wycombe High School Academies Trust is committed to safeguarding and promoting the welfare of students. The Trust follows a rigorous selection process, outlined below:

To apply for this post, please complete the application form and provide a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post
2. Outline the experiences that you believe have prepared you for this post.
3. Describe the skills and strengths that you will bring to the School and the Trust.

Please note that the application form must be completed in full. It is not sufficient to substitute a CV for all or any part of the form.

You are welcome to telephone or e-mail the HR Manager to ask for clarification of any matters in this booklet or if you have queries on how to complete the application form. We will be pleased to show prospective applicants around school during the week before the deadline for applications. If you are interested in a preliminary visit of this kind you should ring the HR Manager for details.

Completed applications should be sent to:-

Mrs Maggie Brookling, HR Manager, Wycombe High School, Marlow Road, High Wycombe, Buckinghamshire HP11 1TB. Telephone: 01494 897329 / Email: mbrookling@whs.bucks.sch.uk

Headteacher Recruitment Key Dates	
Deadline for Applications:	Monday 15 January 2018 (midday)
Shortlisted candidates will be advised:	Friday 19 January 2018
Interviews will take place:	Monday 29 and Tuesday 30 January 2018

References

Current and previous employers will be contacted as part of the verification process pre-appointment checks. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Child Protection and Safeguarding

Wycombe High School Academies Trust is committed to safeguarding and promoting the welfare of children and all staff and volunteers are expected to share this commitment. Staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service and, where applicable, are also subject to a prohibition from teaching check.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people.

Pay and Conditions

Payscale

L27 – L33 (negotiable for an exceptional candidate)

A relocation allowance is also on offer, if required.

Equal Opportunities

Bourne End Academy is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school and county policies on admission and recruitment and with regard to British and European legislation.

Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice. The Headteacher is responsible to the Governors for monitoring this policy. The school subscribes to the Buckinghamshire policy statement on Equality Inclusion.

Smoking and alcohol

The school operates a no-smoking policy. Smoking is not permitted at any time on the school site.

The consumption of alcohol on the school site is not permitted during the hours of the timetabled school day and thereafter only at the Headteacher's discretion during authorised school events.

Dress Code

The school has a dress code for staff: staff should dress in a business-like and professional manner, similar to the dress styles which are the norm among service industry professionals who regularly meet the public, such as bank staff. Discreet piercings in the lower ear only are allowed and no visible tattoos, in line with expectations for students.

