



Headteacher Application Pack

High-quality educational provision for all at the heart of local communities

CMAT | Cambridge Meridian
Academies Trust



Stamford Welland
Academy

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Welcome

Thank you for the interest you have shown in the position of Headteacher at Stamford Welland Academy. We hope the information in this pack will be helpful to you and convey exactly what we are looking for—an exceptional leader who shares our vision and is fully committed to working in partnership for the benefit of our community.

We wish to recruit a Headteacher to our team to supply the capacity we believe will be necessary to continue to drive the improvement and growth of Stamford Welland Academy from Summer 2018.

The successful candidate will have:

- A passionate and uncompromising commitment to student achievement
- A track record of 'Outstanding' leadership and outcomes for students
- Excellent people management and communication skills
- Experience of converting vision into school improvement and transformation
- Evidence partnership working and wider impact

Our Headteachers will also contribute to our wider Trust aims and objectives. A commitment to collaboration is at the heart of our educational improvement philosophy. CMAT senior leaders may, through discussion, be deployed at other academies within our family.

The core purpose of the Headteacher is to provide professional leadership and management, accountable to the Executive Principal and the Academy Council. The Headteacher provides clear vision and direction for the school to ensure that aims and targets are met.

The Headteacher, working with the Executive Principal, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for day-to-day management, organisation and administration.

The Headteacher will be expected to establish an infectious and confident culture of achievement among students and staff that promotes excellence, inclusion and high expectations, providing a secure foundation from which to achieve high standards in all areas of the school's work.

Welcome

The Headteacher, working with and through others, will secure the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, community organisations, partners and employers. The academy will establish a reputation of excellence and opportunity and become the school of first choice within its catchment.

We believe that holding NPQH (working towards or ready to apply) ensures a commitment to professional development and provides a quality benchmark. We are committed as a trust to having qualified teachers to lead our schools as we believe that the Headteacher is the “Leader of Learning” and should be credible, with an excellent track record of both personal delivery and leading others.

A CMAT Headteacher must have a clear appreciation of the Values that shape our academies. This is particularly demonstrable through their personal qualities. Our team is driven by a moral purpose. “The Pursuit of Excellence” must underpin their approach and philosophy. They must not be afraid of high targets. We should expect the very best for all of our students. Schools can only thrive when communication is clear and sensitive.

At Stamford Welland Academy, we have worked hard to fulfil the Stamford Free School pledge of delivering a sixth form at the academy and we are pleased to announce that the Department for Education has approved a change in the status of the school, so that we will be able to teach students aged 16-19 years and add high quality courses to complement the range of Post 16 education in the town. In order to achieve this next phase in the school’s future, we recognise that we will need additional leadership to continue this journey and achieve all the things of which we think our school is capable.



Cambridge Meridian Academies Trust

It started with a desire to provide high quality and dynamic education for everyone, right in the heart of our community and that desire has grown into the Cambridge Meridian Academies Trust (CMAT).

CMAT was formed in 2011 with this clear vision and we articulate it as the following statement – to provide high quality and dynamic education for all at the heart of our communities. But how did we go from desire to achievement?

The Trust started life as Cambridge Meridian Education Trust (CMET) which was incorporated in March 2009 in order to enter the competition to promote the new schools at Northstowe a new town proposed between Swavesey and Cambridge. It was founded by those who already were passionate about education in the area – the governors and trustees of Swavesey Village College; an outstandingly successful and innovative school.

In March 2011 CMET became Cambridge Meridian Academies Trust (CMAT), a multi-academy trust, this enabled Swavesey Village College to convert to academy status, sponsor other academies, and help spread good education practice.

As a Trust we truly value the success of every child and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in the county of Cambridgeshire, and its immediate surroundings. With this aim, the Trust operates from hubs in Cambridge and Peterborough and its staff, pupils and families are spread across the entire area from rural village to inner city estate.

As a Trust we are committed to maintaining these core principles and focus as we grow – working with schools where we believe we can help and who in turn can enrich and provide real benefit for the existing CMAT family.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains their own local governing bodies, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

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CMAT— Our Values

Our vision, mission and values guide and bring together each of the trust's academies.

Our Vision: High-quality educational provision for all at the heart of local communities

Our Mission: To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders

Our Values:



- Pursuit of Excellence



- Value Our People



- Achievement For All



- High Quality Learning Environment



- Extending the Boundaries of Learning

Stamford Welland Academy

Welcome to Stamford Welland Academy – the only state secondary school in Stamford. We have high expectations of our students and provide a high-quality education based on the principle of excellence and opportunity for all. The academy aims to deliver students from our care as responsible, cultured and employable young people.

At Stamford Welland Academy every child is known, valued and supported. We combine the best educational practices in our academic curriculum with the character-building opportunities afforded in our parallel curriculum to develop our young people and prepare them for the future.

These are exciting times for Stamford Welland Academy. The improvement to the learning environment coupled with our academic success and exceptional pastoral care and support that our students receive, all ensure that we have a thriving academy.

Following our 'Good' rating from Ofsted this year, we are now beginning our journey from 'Good to Great'. Stamford Welland Academy has high expectations of all its students and in return offers a high-quality education at the heart of its local community. We will develop our pupils into successful, confident, responsible and employable citizens. The academy is a cultural hub for its students, their families and the community.

Within the context of our Trust's values, the purpose driving Stamford Welland Academy is to provide high-quality learning for all so that: ***Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful, confident and responsible for the pursuit of lifelong learning.***

Each day at Stamford Welland Academy, we will live out **our values** by:

- Providing **aspiration** for all through high-quality teaching and learning and experiences
- Showing **understanding** of all in every situation
- Encouraging all to show **resilience** in challenging circumstances

We will deliver the vision behind our purpose and values in the academic curriculum through the **Stamford Welland Way** and in parallel experiences through the **PLEDGES**.





Stamford Welland Academy

Stamford Welland Academy Strategic Plan

Five steps to success: From 'Good' to Great



Stamford Welland Academy



- Every child achieves, and aspires to meet and exceed their expectation
- Reduce the achievement gap between students and subjects
- Ensure the Champions (20% most able) achieve the top attainment grades

ACHIEVEMENT FOR ALL



- All teaching meets the Stamford Welland Way
- All staff model the academy attitudes and the CMAT values
- All staff seek to improve and share

PROVIDING A HIGH QUALITY LEARNING ENVIRONMENT



- Valuing staff and students for good attendance and attitudes
- British values and academy attitudes are integral to enrich learning
- Use the student, staff and parent forums to enhance the academy

VALUING PEOPLE



- School of choice for Stamford
- Develop, retain and recruit, excellent staff
- Sustain, grow and develop links with education, business, and community partners

THE PURSUIT OF EXCELLENCE



- Staff, students and families to engage with the parallel curriculum for widening opportunity
- All students to develop PLEDGES at the appropriate stage
- Students make a successful transition to SWA and from SWA to an informed and economically secure future

EXTENDING THE BOUNDARIES OF LEARNING

OFSTED January 2017

What the Academy needs to do to improve further

Strengthen the quality of teaching by ensuring that all teachers

- Consistently use the school's marking and feedback policy so that pupils always know how to improve their work
- Have consistently high expectations of the standard of work in pupils' books
- Question pupils deeply about their learning to check their knowledge and understanding

Place greater emphasis on preparing pupils for life in modern Britain

- Improve the RE curriculum to provide for spiritual development and ensure that pupils learn about British values to prepare them well enough for life in modern Britain
- Make explicit to pupils the links between British values and the school's own values

Careers education

- Develop the careers education, information, advice and guidance programme for pupils to provide enough opportunities for individual, impartial advice for pupils

Academy Council

- Academy Council's work to monitor the impact of the pupil premium funding on attainment and progress, and their work to promote British values at the school, is limited

Goals

100%

Session 6



On roll: 600

95%

Attendance



Progress +0.5



Austen House



Da Vinci House



Newton House

Job Description

Post: Headteacher at Stamford Welland Academy

Reporting to: Executive Principal

School range: L22-26

The Pursuit of Excellence

The Headteacher will be expected to:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrate the vision and values in everyday work and practice
- Motivate and work with others to create a shared culture and positive climate
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Present a coherent and accurate account of the school's performance to a range of audiences including Academy Council /Trustees, parents and carers
- Contribute significantly to trust executive committees and ensure school colleagues similarly commit to collaborative working

Achievement for All

The Headteacher will be expected to:

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

Job Description

- Demonstrate and articulate high expectations and set stretching targets for the whole school community.

Values People

The Headteacher will be expected to:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other partners to build effective learning communities
- Effectively implement trust strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/home balance

High Quality Learning Environment

The Headteacher will be expected to:

- Produce and implement clear, evidence-based improvement plans for the development of the school and its facilities
- Ensure that trust policies are effectively implemented and that practices take account of national and local circumstances, policies and initiatives
- Alongside the Executive Principal, manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- With the Executive Principal recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- Implement successful performance management processes with all staff
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure 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
- Use and integrate a range of technologies effectively and efficiently to manage the school

Job Description

Extends the Boundaries of Learning

The Headteacher will be expected to:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensure learning experiences for pupils are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences
- Collaborate with other agencies in providing for wellbeing of pupils and their families
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect children



Person Specification

Candidates' suitability for the post will be assessed against requirements and expectations as set out in the National Standards for Headteachers. The Executive Principal and Academy Council will during the formal interview stage explore issues relating to safeguarding and promoting the welfare of children. Before making an application, candidates are asked to match their qualifications, skills, abilities and experience against the criteria listed below.

| | | Essen- tial | Desira- ble | Measured by |
|----|---|----------------|----------------|----------------|
| | Qualifications & Training | | | |
| 1 | Qualified Teacher Status | E | | APP |
| 2 | Good Honours Degree or equivalent (II,i or above) | E | | APP |
| 3 | NPQH Award for all candidates where this is their 1st substantive post as Principal since 1st April 2009 (or undertaking course / ready to apply) | E | | APP |
| 4 | Evidence of continuing professional development | | D | APP, I |
| 5 | Evidence of leading professional development activity | | D | APP, I |
| | Safeguarding & Legislation | | | |
| 6 | Operational awareness and understanding of legislative framework | E | | APP, I |
| 7 | Evidence of strong understanding of child protection issues within a school environment | E | | APP, I |
| 8 | Evidence of Safeguarding, Recruitment and Selection Training | | D | APP, I |
| | Knowledge, skills & experience | | | |
| 9 | Evidence as an outstanding leader in a senior leadership role | E | | APP, I, RE |
| 10 | Evidence of recent Senior Leadership experience in a school with a sixth form | | D | APP, I, RE |
| 11 | Evidence of successful strategic leadership and management | E | | APP, I, RE |

Person Specification

| | | Essen- tial | Desira- ble | Measured by |
|----|---|----------------|----------------|----------------|
| 12 | Evidence of delivering 'Outstanding' results or above national expected rates of progress | E | | APP, I, RE |
| 13 | Evidence of raising standards of teaching and learning | E | | APP, I, RE |
| 14 | Evidence of both curricular and pastoral responsibilities | E | | APP, I, RE |
| 15 | Evidence of managing successful change and innovation | E | | APP, I, RE |
| 16 | Evidence of successful school financial management | | D | APP, I, RE, AS |
| 17 | Excellent classroom practitioner | E | | APP, I, RE, AS |
| 18 | Experience of working in schools in different contexts | E | | APP, I, RE |
| 19 | Ability to foster and promote good relationships with all stakeholders | E | | APP, I, RE |
| | Personal attributes | | | |
| 20 | Clear thinker and optimistic and resilient person | E | | I, RE, AS |
| 21 | Excellent interpersonal and communication skills | E | | I, RE, AS |
| 22 | Think creatively and collegiately to solve problems and identify opportunities | E | | I, RE, AS |
| 23 | Clear, fully inclusive, educational philosophy | E | | APP, I, RE |
| 24 | Commitment to continual improvement and challenging norms | E | | APP, I, AS |



Stamford Welland
Academy

How to Apply

We encourage you to contact us for an informal discussion about this post before you apply. Visits to the school are most welcome prior to application. Please contact Tara George on 01780 761051 or TGeorge@stamfordwellandacademy.org.

To apply for this role please complete the application form on our website— <https://www.eteach.com/microsite/contentpage.aspx?empno=40397&pagetype=-10> to be received by 12pm on Monday 8 January 2018.

Your formal letter of application (supporting statement on the application form) should be no more than two sides of A4 and should address the selection criteria and person specification.

Closing date: Midday, Monday 8 January 2018

Interview dates: Monday 15 and Tuesday 16 January 2018

Executive Principal: Anthony Partington

Chief Executive Officer: Mark Woods

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