



THE BOLSOVER SCHOOL

Executive Headteacher /
Academy Group Director

APPLICATION PACK

January 2018

REDHILL ACADEMY TRUST
Exsisto Optimus



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About The Bolsover School

The Bolsover School has its origins embedded in the history of the eponymously named town, although the most recent incarnation dates back 1955. At the boom of the mining industry in the thriving market town of Bolsover, the school was split on three separate sites, although these were amalgamated in the early 1990s as part of the Local Authority Review.

By 2008 the school held the mantle for the highest CVA figures within the county and the Senior Leadership Team provided support for schools across 3 counties of the East Midlands. A new BSF led build saw the school move to new premises in 2010 as part of the PFI initiative and benefit from a £16 million project. The facilities are truly amazing, with excellent levels of technology and a modern, open design. Anticipated population growth based around the new M1 junction at 29A, led to a building design suited to further sustained expansion. This will almost certainly be required as outline planning permission within the town will see the construction of over 1000 new homes and two new primary schools in the coming years.

Academy conversion followed in October 2012 and the school has operated as an independent academy since then.

With a teaching complement of 55, the school is currently experiencing the predicted rapid growth, with an average of two new admissions per week. This brings with it the benefits of financial security and a significant challenge in addressing so many in-year admissions. Applications for September 2017 were the highest in the modern history of the school and the intake exceeds the statutory PAN. This is in part due to growth but also due to the popularity of the early transition model pioneered by the school over the past 3 years. The school now draws from up to 20 feeder primary schools across a large geographical area. Some of these accommodate as few as 80 pupils across all year groups, with others having up to the mid-70s on roll in Year 6.

An outward looking school, it holds the British Council's International Award at Gold Level in recognition for its global perspective. Despite the relative economic challenges facing the community the school runs annual or biannual trips to Italy (snowsports), the Gambia, New York, Austria, China, Paris, Barcelona and Berlin. These contribute significantly to the resilience of the students and have become an integral aspect of the British Citizenship Passport.

In 2015 the school joined the Redhill Teaching School Alliance based in Arnold, Nottingham as a means of reducing its isolation, improving CPD opportunities, to aid recruitment and to access national accreditations. This has been a significant milestone for the school and has resulted, two years hence, in an application for The Bolsover School to formally become a member of the Redhill Multi Academy Trust. This was granted by the Regional School's Commissioner in July of this year. Formal incorporation is expected to occur on November 1st 2017. The intention of the Redhill MAT to create a Derbyshire Hub was pivotal in the decision making of the Governing Body. Negotiations are already on-going for a second school to join the Derbyshire Hub.

The school returned a positive carry forward at the end of the last academic year, in the region of £300,000. Although this year proves more challenging the school is working with the EFA and Redhill Multi Academy MAT in order that the increased number on roll doesn't cause any detriment.

Rated as "good" by Ofsted in all categories in June 2016, the school hasn't become complacent. It has a very active Teaching and Learning programme and a good number of in-house specialist SLEs, including amongst others English, MFL and Maths. The current curriculum complies with both the requirements of the English Baccalaureate and the Progress 8 measures. A separate sheet detailing academic performance is included in the pack.

The school has great potential in many areas and Post 16 provision needs to be considered as a medium term goal considering the growth of the school and the lack of such provision locally.

About the Redhill Academy Trust

At the Redhill Academy Trust, we have four principles that guide everything our academies aim to achieve:

- High expectations of all students
- Valuing and celebrating academic achievement
- Outstanding teaching for all students
- Widening students' experiences through a range of extra-curricular activities including sports and the performing arts

Redhill was the first secondary school in Nottinghamshire to gain an “outstanding” Ofsted rating for the quality of teaching. This has now been achieved twice in succession.

The Redhill Academy Trust was officially formed in 2010. The Trust has sustainably expanded and now incorporates:

- The Redhill Academy
- The Carlton Academy
- Hall Park Academy
- The Oakwood Academy
- Park Vale Academy
- South Nottinghamshire Academy
- Colonel Frank Seely Academy
- Carlton Central Junior School
- Carlton Central Infant School

And from February 1st 2018:

- Bolsover School
- Robert Mellors Primary School

The executive leadership team for the Trust – comprising the Heads of each individual school, the Executive Headteachers and the Executive Principal – meet on a fortnightly basis to agree policy and overall strategy. We are also establishing a Derbyshire hub with Bolsover and another secondary school in the area forecast to join us in April 2018.

Redhill was designated as a Teaching School in March 2012 and has used this status to build on its reputation for effective working with other schools and providing quality CPD for both teaching and non-teaching staff at every stage of their career. The Redhill Teaching School Alliance (www.redhilltsa.org.uk) currently comprises 11 strategic partners and 39 schools in total. Initial Teacher Training has inevitably become a key focus of our work as a Teaching School and we have invested heavily in programmes such as PGCE, Schools Direct, Teachfirst and are now in the process of establishing our own SCITT.

Importantly, the success of our Trust and its growing reputation for raising the achievement of young people in the schools we work with means that we are able to attract and retain quality staff at all levels. This in turn has enabled us to build up our capacity to undertake the vital outreach work which is the key to improving standards in schools joining the Redhill Academy Trust. We are committed to recruiting and retaining the best teachers and leaders, and offer our staff an extensive, widely-praised Continuous Professional Development programme.

Key Responsibilities

Responsibilities at The Bolsover School
<ul style="list-style-type: none"> • Designated Headteacher (DfE / Ofsted) • School's vision and ethos • Have a strong presence with Bolsover School's students and parents • School Improvement Plan • Line manage the academy's Senior Leadership Team • Chair the academy's Senior Leadership Team meetings and briefings • Staffing, including appointments and disciplinaries • Liaison and links with Governors • Performance Management overview • Quality Assurance overview (inc Ofsted preparation / inspection management) • Overview of student progress and intervention strategies • Admissions and exclusions overview
Responsibilities for the Redhill Academy Trust
<p>Act as an Academy Group Director as follows;</p> <ul style="list-style-type: none"> • Work with the Executive Principal to establish a Derbyshire cluster of academies for the Trust • Act as a School Improvement advisor to academies within the developing cluster • Work with the headteacher/ head of school of each academy in the group to develop and regularly review an annual school improvement strategy • Broker specific support for the academies as necessary, through the Executive Principal and Director of Training and Support • Monitor the performance of academies in the group on behalf of the Executive Principal • Be part of the Trust's Executive Senior Leadership Team • Work with the Executive Principal and other Academy Group Directors to formulate policy and future practices across the Redhill Academy Trust • Support the Executive Principal in due diligence procedures for new academies joining the Trust • Represent the Executive Principal at meetings, conference and other events as necessary

Person Specification	Essential	Desirable
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status recognised by the Department of Education • National Professional Qualification for Headship (NPQH) • A relevant graduate qualification to degree level or equivalent • Relevant further or professional qualification • Evidence of recent relevant Continuing Professional Development (CPD) 	✓ ✓ ✓	✓ ✓
Experience <ul style="list-style-type: none"> • Experience as a Deputy Headteacher • Experience across 11-18 age range • Experience of senior leadership in more than one secondary school • A proven track record of successful leadership • Building strong working relationships internally and externally • Proven track record of consistently raising attainment • Leading successful school improvement work • Experience of working in a Multi Academy Trust 	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Knowledge and Understanding <ul style="list-style-type: none"> • National policy framework, current educational legislation and its impact on schools and their wider communities • Safeguarding principles and practice • Comparative data and performance indicators to establish benchmarks and set targets for improvements • Successful and innovative curriculum development • New technologies for teaching, learning and management • Roles and responsibilities of the Governing Body • Role of Ofsted and the current framework and requirements • Legal aspects of school management • Strategic Planning, including experience of involvement in school improvement planning, implementation, monitoring and self-evaluation • Experience/understanding of financial responsibilities e.g. managing delegated budgets and the principles of Best Value • Opportunities offered by a Multi Academy Trust 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓
Professional and People Management Skills <ul style="list-style-type: none"> • Ability to establish, develop and promote a positive school ethos • Ability to inspire and motivate staff and students • Ability to lead effective teams and develop team approaches • Experience of successfully organising, managing and motivating staff • Ability to be pro-active and positive about challenge and change • Commitment to own personal and professional development and that of all staff • Excellent communication skills • Commitment to a distributed management style 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
Philosophy and Personal Qualities <ul style="list-style-type: none"> • Strong personal motivation, drive and enthusiasm • Fully committed to the school's core purpose of raising achievement for all • Commitment to promoting equality, fairness and diversity in the school • Commitment to developing links between home, school and the community • Commitment to publicising the development of achievements of the school • Commitment to high standards, continuous improvement and quality assurance • A sense of perspective and the ability to be reflective and self-critical • A sense of humour 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

Academic Performance of the Bolsover School:

The school underwent a Section 5 Ofsted Inspection in June 2016, with the final report being published in September of the same year. This gives a detailed external judgement of academic standards at that point.

Targets for students are currently based on 2016 Attainment 8 national figures and these are aspirational.

Summer 2017 has shown the Maths faculty as securing some outstanding results. As detailed below;

- Higher than expected 9 – 4 % and 5% higher than the national figure of 69%.

GCSE Results 2017:

Progress 8	-0.112
Basics (9-4)	63.4%
Basics (9-5)	40%
Attainment 8	44.76
EBacc	15.9%

There remains work to be done within the faculty, particularly on those with low prior attainment and pupil premium students, however for the inaugural year of a new GCSE the results were promising.

The English Faculty has seen an increase in their results this year, adding another 7% to the 9 to 4 pass rate, however they remain below the national level for 2017. English Literature is currently performing significantly above English Language. As with many local schools literacy levels are a concern and this is evident prior to students' transfer here.

Strengths across the school include Food Technology, Expressive Arts, Spanish and latterly Leisure and Tourism, whilst Product Design, History, Business Studies and German need improving.

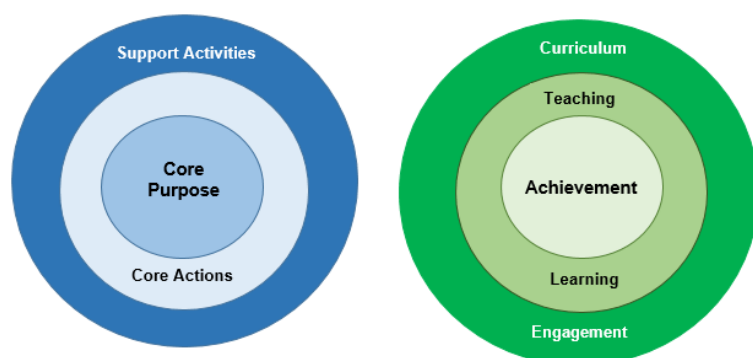
Science has seen an improvement in the last year, however outcomes for the most able, particularly in the three separate disciplines remains below expectations.

Overall the school has secured a provisional Progress 8 score of -0.1, which is not classed as being significant. It must be noted that due to the rapid growth of the school a significant proportion of the higher year groups will be in-year admissions and these do skew the final results. This problem will be reduced in future year groups become full from the standard admission date.

School Improvement at the Redhill Academy Trust

Strategy

The Redhill Academy Trust's school improvement strategy is underpinned by its established core purpose of raising achievement for all students. This core purpose is communicated throughout the organisation to all staff and particularly those joining the Trust. To further the achievement of students in our schools, our core activity has to be the continual improvement of teaching and learning. Our lead practitioners and subject directors have real impact in this area. This is supported by our strong work on student standards, particularly behaviour and engagement, as well as looking at the curriculum and delivery at subject level. When working with our new academies we operate a balance of collaboration, modelling and direction, depending on circumstances and performance.



Redhill Trust School Improvement Strategy

Leadership Support

All academies joining the Trust will be supported by an Executive Headteacher/ Academy Group Director. Their role is to challenge and support the headteacher and senior leadership team, to lead quality assurance and oversee the action plan for improvement. They may also take a stronger “hands on” role if necessary. If the school is underperforming they have a key role in challenging expectations, particularly by demonstrating how the Trust has succeeded with similar student profiles and demographics.

Our Trust leadership model is based on high expectations and collaboration. Our headteacher strategic group meets every three weeks chaired and led by the Executive Principal (CEO). Their focus is clearly on school improvement and raising achievement. Trust wide strategies, systems and initiatives emerge from this group. Membership involves all the headteachers in ‘real life’ leadership development and support, particularly for the headteachers of new schools to the Trust.

Our School Improvement Team

The Redhill Trust has developed a range of strategies that are implemented in all new, joining academies. They include the Redhill approaches to curriculum, intervention, data, standards, quality assurance, financial management and behaviour. As an academy with a history of school to school support and a Teaching School since 2012, Redhill has appointed a large number of professionals, skilled and experienced in this work. They currently include:

- Executive Headteachers / Academy Group Directors (2)
Two experienced Trust headteachers who have led The Carlton Academy and Hall Park Academy to very significant improvements over the last few years.
- Trust Lead Practitioners (15)
All have passed a rigorous selection process and include colleagues from English, Maths, Science, MFL and the Humanities.
- Trust Subject Directors (5)
Outstanding heads of faculty that have up to two days a week to work across the Trust. Includes English, Maths, Science, MFL and the Humanities.
- Trust Teaching and Learning Director
Head of Teaching and Learning at The Redhill Academy who leads on the CPD offer across the Trust.
- Trust Post 16 Director
Experienced and successful Head of Post 16 responsible for all aspects of Post 16 development including recruitment and retention.
- Trust Achievement and Data Director
Responsible for ensuring data is used consistently and effectively in all Trust schools and on a Trust wide basis.
- Trust Head of SEN and Alternative Education
New appointment to co-ordinate these Trust inclusion services.
- SLEs (20)
Established across the Teaching School Alliance. Include expertise in a full range of subjects as well as primary, phonics, early years, parental engagement, attendance, pupil premium, literacy, numeracy, SEND, middle leadership and school business management.

All Trust Lead Practitioners have to pass a selection process based closely on the AST model. All Trust Subject Directors are current, outstanding faculty leaders within the Trust. The School Improvement team have termly training events, via which we have developed clear protocols for their engagement with leaders and staff in the schools we support.

Quality Assurance

The Trust QA systems are well developed and effective. They include detailed guidance on lesson observations and judging progress over time. There are clear systems to quality assure individuals, faculties, leadership and whole academies. All classroom observers are trained and 'badged' by the Trust to ensure consistency.

All academies new to the Trust are subject to the Redhill Standards Review process that involves Trust Subject Directors and Lead Practitioners in a thorough subject by subject diagnosis of performance, followed by a 'saturation' deployment of staff from our School Improvement team to increase student achievement, both in the short term as well as securing longer term improvements. Emphasis is on the standards children are achieving on a day to day basis rather than judging teachers "performance".

The Trust has efficient and transparent data sharing systems that inform discussions at the Executive Board, LGBs and the Executive Senior Leadership Team about the deployment and effectiveness of school improvement strategies.

Milestones in Improvement

When a new academy joins the Trust, a full Standards Review would be carried out. By the end of the first term, subject and leadership action plans will be in place. For the rest of the first year, Trust senior staff work with senior and middle leaders at the school on a regular (at least fortnightly) basis, providing support, training, mentoring and relevant quality assurance. At the end of the first year, a Standards Review evaluation takes place, comparing progress to the action plans and measuring current levels of student progress and effectiveness of introduced teaching strategies. Year 2 plans are made to reflect areas of progress and areas still for further improvement.

Trust Overview

The Redhill Academy (lead academy in the MAT) is a large, mixed secondary school. It caters for students across the 11-18 age and ability ranges, and currently has 1440 students on roll including a post-16 group of 250.

Redhill opened as an academy in December 2010 and its most recent Ofsted inspection in March 2013 recognised it as an Outstanding school for the second time. It has been designated by the DfE as a National Support School and the principal, Andrew Burns, is an NLE. In April 2012 it became a National Teaching School and currently leads an alliance of 38 other schools. Andrew is also a member of the East Midlands and Humber HTB.

The Trust has worked with challenging schools: Redhill has been sponsoring The Carlton Academy for over four years – a school which serves a community with high levels of deprivation and free school meals. Carlton was in SM in 2010 and in April 2013 was judged Good by Ofsted and its KS4 5 A* - C GCSE has been above the national average since 2011. Hall Park Academy (formerly Eastwood Comprehensive, judged RI in 2014) was sponsored by the Trust in 2014. It serves an ex-mining community in North Nottinghamshire with higher than average levels of deprivation and a history of low expectations. In 2015, examination results showed the best improvement in any secondary school in Nottinghamshire. Hall Park Academy was judged good with outstanding leadership in June 2017. The Oakwood Academy serving the Bestwood Council estate in Nottingham is the fourth academy in the Trust, joining in 2015. In 2017, the academy achieved 9-4 (basics) of 53%. In September 2016, the Top Valley and South Nottinghamshire academies were brokered to the Trust from the Central Trust, Nottingham.

Key People

CEO, Andrew Burns OBE, Executive Principal of The Redhill Trust - Principal of The Redhill Academy since 2004, NLE since 2009.

Executive Board and Directors:

Steve Hopkins, Chair of The Redhill Trust - 34 years' experience in financial services.

Barry Bexton – Recently retired. Previously worked as a Legal Executive.

Michael Booth – Director of an educational charity trust.

Julian Bond – Chartered Manager, Chartered Engineer and a Chartered IT Professional. Member of the Institute of Risk Management.

Barry Daley – Retired businessman.

Kevin Edwards – Self-employed Business Advisor since 2009. Previously CEO of a regeneration/investment company.

David Hallam – Site Manager and Project Manager for various multi-national construction companies.

Deborah Haynes – Learning and Development Facilitator at a professional trade union.

Sally Hopkin – Qualified procurement professional, currently a Category manager (IT) for the University of Nottingham.

Steve Mathers – Retired police officer (CID).

Michael Payne – Trainee barrister. Ex President of Lancaster University Student Union. Ex Head Boy at The Redhill Academy (2004 – 2005).

Steve Shaw, Vice Chair – Retired Maths Teacher whose role also included Head of Careers.

Finance

The Trust has a top slice of between 4% and 5.5% for academies. Primaries pay 4%, secondaries 5% and secondaries that access our negotiated IT service with RM 5.5%. All charges are transparent and reflect direct services provided.

Future plans

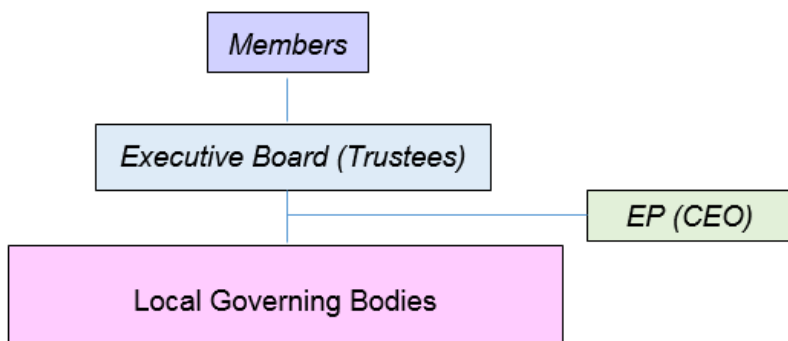
Redhill's MAT growth plan will be underpinned by its agreed development principles. These are; sustainable growth that ensures the capacity to improve any new academies whilst preserving and extending gains in current schools; a cluster model that preserves a local identity for parents and enables staff at all levels to share best practice; secondary growth that gives access for all our students to a high quality 11 – 19 Trust delivered provision; and the longer term development of a primary arm based on the secondary academy feeder schools. Recent projects are the incorporation of Colonel Frank Seely School (Calverton) and The Bolsover School into the Trust. A primary arm has been established with Carlton Central Juniors and Carlton Central Infants. Robert Mellors Primary will be joining in February 2018. Plans will also be submitted for an Alternative Provision Free School in Wave 13.

Governance

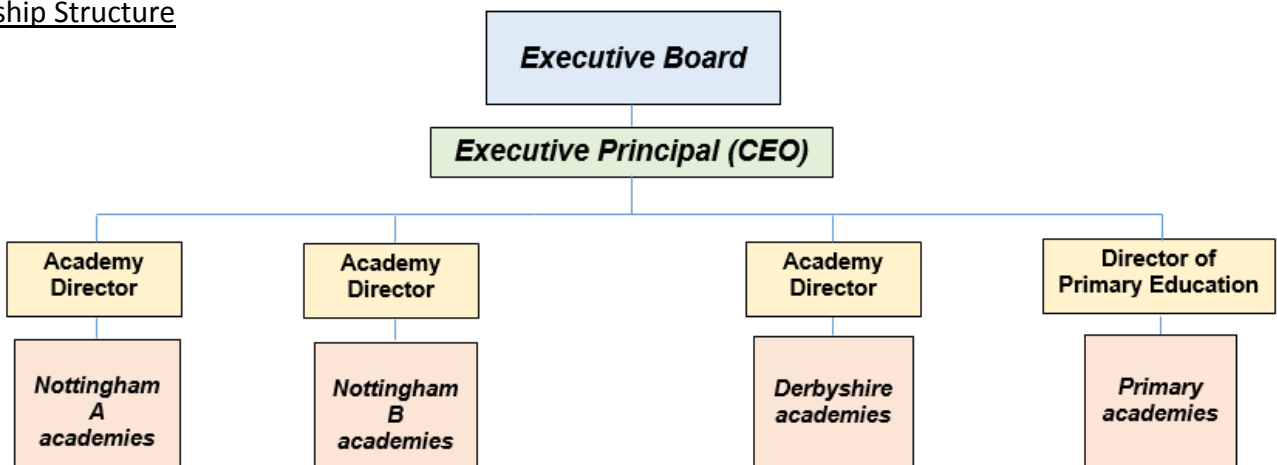
Governance and Leadership

We have established governance structures with appropriately skilled and experienced members at both executive board and governing body level.

Governance Structure



Leadership Structure



To find out more:

Redhill Academy Trust:

www.redhillacademytrust.org.uk

Redhill Teaching School Alliance

www.redhilltsa.org.uk

The Bolsover School

www.thebolsoverschool.org

Or please contact Lizzie Clark, at l.clark@theredhillacademy.org.uk or by telephone on 0115 9261481, to arrange a confidential conversation with Andrew Burns, Executive Principal