# Welcome message from Christopher Mansell, Chief Executive Officer

Thank you very much for requesting the details of the post of Headteacher for Birmingham Diocesan Academies Trust, based at St Clement’s Church of England Primary School, Nechells.

We are at an exciting stage - having launched our brand-new Multi-Academy Trust on 1st September 2017, following agreement from the Regional Schools Commissioner and subsequent approval to become a sponsor we have grown from six to eight schools. We have another 8 schools planning to join us in 2018-2019 and our plan is to be a MAT of around 20-25 schools in the next few years. We are also rebranding ourselves – moving from being referred to as BDAT to BDMAT.

I hope the following pages will give insight into our vision and ambition for the work of the Trust as well as practical details about the post itself.

The Birmingham Diocesan Academies Trust recognises that the future for schools lies in formal collaborations; schools working together, in partnership, to offer *‘life in all its fullness’* for the young people who attend them. Church schools have a very distinctive purpose:

* Education is taught in an environment where there is a set of values and ways of behaving that stem from and express the Christian foundation of the school. The church is seeking to be a provider of education as a common good, open to all and of benefit to all;
* Our schools are about providing an education within a Christian framework for children of the local community of any faith;
* Our Trust seeks to provide a place where Church schools can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

The underpinning vision and values may be ones that community schools share too; we welcome any school that feels able to commit to the same purpose to consider joining our Trust.

# The vision and values of our Trust

The underpinning vision of the Birmingham Diocesan Academies Trust (BDMAT) is based on the following values:

**We are made in the image of God**, all people are of equal worth, to be treated with dignity, given hope and aspirations and to live in community

**We believe Jesus came to give life in all its fullness**. We aim to deliver excellence in education and want the very best outcomes for children and young people so that they can achieve their fullest potential both in terms of academic rigour and the wellbeing of their pupils - a good education must promote life in *all* its fullness. It is about ‘educating the whole person’.

**We are therefore committed to our schools:**

***Educating for Dignity and Respect:*** including vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognised in practice.

***Educating for Wisdom, Knowledge and Skills:*** nurturing academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team or group member, or leader.

***Educating for Hope and Aspiration:*** opening up horizons of hope and aspiration, and guiding pupils into ways of fulfilling them, including coping wisely with things and people going wrong.

***Educating for Community and Living Well Together:*** the conviction that we are created and sustained by God for living together in families and communities is the root of our dedication to educating for life together.

Given these basics, focusing on the pursuit of wisdom, knowledge and skills, on trust and hope in the good as more fundamental than the bad, on the centrality of relationships and community, and on the dignity of each person, there is endless scope for deeper thinking and further applications, improvisations and creativity. This is what we mean by life in all its fullness.

**Christian distinctiveness underpins the principles about how we work**

* When decisions are made at any level in the Trust, they are to be made with our values, as described above, clearly at the decision’s heart.
* Our values will be reflected in the way people are treated, whether children, families or employees of the trust. Jesus came to give fullness of life to all.
* There will be an expectation that all endeavour to live by the values, whether students or employees.
* We share responsibility for all of the children in all of the schools.
* Our Trust is one with a generous heart. All are givers and receivers.

# Our key drivers

Our vision and values can be encapsulated in the three key drivers for all involved in our organisation:

**Life in its fullness for all**

**Success for all**

**Positive well-being for all**

‘For all’ ensures that our goals apply to our staff, as much as they do to the pupils in our schools.

# The uniqueness of our schools

The schools in the Trust work collaboratively together on aspects of teaching and learning as appropriate and needed but will still retain their individual characters. Individual schools are responsible for deciding on, and developing their own unique character/ethos, the way the teaching and learning is delivered, and the curriculum through which it is delivered, within the overarching value of providing ‘Life in all its fullness.’

# The post

**Salary: L15 – 21 (the starting point will depend upon the experience of the successful candidate)**

**Probationary period: 1 year**

**Pension: Teachers’ Pension Scheme**

**Start date: 29th April 2019 or as soon as possible after that date**

**Do you want to be the next headteacher of St Clement’s Primary School?**

We are looking for a Headteacher who is able to combine humility with determination. A nurturing leader who does not seek credit but wants success to be sustained over a longer period of time, long after they are gone.

We are looking to appoint someone who will identify and include people who share the vision and can contribute to the direction of the Trust, as well as having the skills and knowledge needed to meet our objectives. We need our headteacher to ensure the high standards at St Clement’s are maintained for our pupils and achieve our vision.

We recognise that you may come from a different faith background or have no faith yourself. Our priority is to employ leaders that share the same values regarding education provision, as set out above. Whatever your personal belief, we would be seeking to appoint a Headteacher who is able to hold the ethos and values of the Trust and speak passionately and with conviction about them.

We hope this is an exciting proposition for a passionate leader committed to making a difference.

The Job Description and Person Specification are attached.

# The school

# St. Clement’s is a smaller than average primary academy with 210 full-time pupils on roll. This consists of 7 classes – Reception to Year 6. There is also a mornings-only Nursery. We currently have a two-teacher model in most classes due to our high level of funding as a result of the deprivation in the area.

# According to Government figures, Nechells is in the top 2% of areas of deprivation in the UK. This includes the ‘income deprivation affecting children index’ (IDACI). Pupils at the school represent 34 different ethnic heritages and 16 different languages are spoken. The proportion of disabled pupils and those who have special educational needs is in line with national averages. Two–thirds of pupil (66%) are eligible for pupil premium support. Mobility at the Academy is high, currently standing at 23%.

# The Academy was last inspected on 14th & 15th May 2014 and judged as ‘Good’ in all areas except for Behaviour and Safety of Pupils, for which it was judged to be ‘Outstanding’.

# The Academy received its last SIAMS (church inspection) in November 2014, when it was judged to be ‘Outstanding’.

# Children enter the Nursery with skills and experiences well below those typically seen for their age, especially in their language, speaking, and social development. Good progress is made both in the Nursery and the Reception years leading to outcomes over the past three years that are at least in line or above national and local averages at the end of the EYFS – a trend that is reflected in the end of KS1 outcomes. KS2 outcomes continue to be line with National except for in writing where they are slightly below. Given the starting points that pupils have on entry to the school this shows at least good progress.

# How to apply

Please complete the application form and return this by email to **Sheila Benbow (PA to the CEO) at s.benbow@bdmatschools.com**

Closing date for applications: 9:00am on Friday 23rd November 2018

Selection days: 6th & 7th December 2018

Tours of the school are available at the following times:

10:00am – 13th November 2018

2:00pm to 6:00pm – 21st November 2018

**Interviews:**

Interviews will take place partly at the school and at our central office in Colmore Row, Birmingham

**Supporting Statement:**

Your supporting statement should be no more than 3 sides of A4. It should include reasons for your interest in the post, how you meet the Person Specification criteria and verifiable impact from your career track record.

Please also include your thoughts on the main challenges and opportunities of leading St Clement’s within the Birmingham Diocesan Academies Trust.

**References and eligibility:**

All appointments are subject to satisfactory reference and eligibility to work in the UK.

**The Trust is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment. An enhanced DBS will be required.**

# The Person Specification: BDMAT Headteacher

|  |  |  |
| --- | --- | --- |
| **Knowledge/Qualifications and Experience** | **Essential**  | **Desirable** |
| Graduate with Qualified Teacher Status | \* |  |
| NPQH (or equivalent) achieved or underway |  | \* |
| Evidence of further qualifications |  | \* |
| Significant experience at Headteacher or Head of School level |  | \* |
| Understanding of leading an academy | \* |  |
| Experience of leading an academy |  | \* |
| Understanding of the challenges of leading a school in a deprived area | \* |  |
| Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs | \* |  |
| Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance | \* |  |
| Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school | \* |  |
| Evidence of recent professional development that prepares for this post | \* |  |
| Experience of monitoring and improving the quality of teaching and learning | \* |  |
| Experience of having led, or made a significant contribution to, the success of a school, through its leadership, pupil outcomes and ethos | \* |  |
| Experience of supporting staff to optimise attainment and progress of pupils | \* |  |
| Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways | \* |  |
| Extensive experience of working with children with significant barriers to learning | \* |  |
| Knowledge of legislation relating to managing a school including Equalities legislation | \* |  |
| **Skills and abilities and professional attributes** |  |  |
| Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school | \* |  |
| Understanding and ability to communicate and successfully implement strategies across all aspects of the school including accountability, learning, curriculum, administration and communication | \* |  |
| Proven ability to deliver a collective vision and shared purpose,  | \* |  |
| Outstanding teaching | \* |  |
| Experience of effectively managing the impact of change on organisations and individuals | \* |  |
| The ability to deliver effective strategic financial planning, financial management including budgetary control and value for money | \* |  |
| An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration | \* |  |
| Excellent organisational skills | \* |  |
| Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact | \* |  |
| Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour | \* |  |
| Able to meet national standards for Headteachers | \* |  |
| Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards | \* |  |
| Demonstrate personal and professional integrity, including modelling values and vision | \* |  |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  |
| Commitment to promote and support the aims and values of the Church of England and the Birmingham Diocesan Academies Trust  | \* |  |

# Job description: BDMAT Headteacher

**Post:**  **Headteacher – St Clement’s Primary Academy, Nechells**

**Salary:** **L15 – L21**

**Responsible to: The Chief Executive Officer**

**Core Purpose**

The Headteacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document and would be expected to have considered these in relation to St Clement’s Primary School.

The Headteacher is accountable to the Local Academy Body and the CEO (with many aspects delegated to the Head of School Improvement) for ensuring the educational success of the school within the framework of the school’s and BDMAT’s strategic plans. The Headteacher will provide professional leadership and management to the school and must establish a culture that promotes excellence, equality and high expectations of all pupils. The headteacher will support and promote the Christian distinctiveness of the school.

**Responsibilities**

*To be accountable to the CEO for:*

* The effective implementation and embedding of the agreed school vision, principles and policies within the school;
* Providing leadership across all aspects of the internal organisation: professional leadership, management and control of the school;
* Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school’s work;
* The Headteacher will have line management responsibilities for the Deputy Headteachers/Assistant Headteachers in the school;
* Promote excellence in teaching and learning, ensuring a continuous and consistent focus on pupils’ achievement and development (whole-person as well as academic);
* Ensuring that a high-quality educational experience is available for all children and young people;
* Creating a positive culture of support and high expectations, in order to achieve the school’s and BDMAT’s Strategic School Development Plan, raise standards and improve the quality of teaching;
* Ensuring that teaching in all year groups is at least ‘good’;
* Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion;
* Ensuring effective and appropriate pastoral support is available to children in the school;
* Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment;
* Keeping informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant and inspirational and contributes to outstanding educational and whole-person outcomes;
* Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence;
* Developing an inclusive and supportive approach so that the school is a place where all young people and the wider school community feel welcome.
* Supporting and promoting the school’s Christian distinctiveness and preparing the school for SIAMs inspections
* Ensuring a daily act of Collective Worship takes places, seated in the Christian tradition

**Developing Self and Working with Others**

* Treat everyone within the school fairly and equitably;
* Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance in accordance with Trust / school Appraisal and Capability policies and procedures;
* Ensure a high standard of professional development for all staff and for self, including attending all mandatory training events;
* Work with the SLT to recruit and retain staff of the highest quality, in line with Trust policy and safer recruitment procedures;
* Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided;
* Regularly monitor the budget for the school and the use of resources;
* 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 allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all;
* Promote, embed, secure and monitor all agreed school and BDMAT policies.

**Securing Accountability**

* Work with the Local Academy Body (LAB) to enable them to meet their responsibilities;
* Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
* To develop a school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
* Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers;
* Reflect on personal contribution to school achievements and take account of feedback from others.

**Strengthening Community**

* Build a school culture and curriculum which takes account of the richness and diversity of the school’s community;
* Ensure learning experiences for pupils are linked into and integrated with the wider community and within the BDMAT community of schools;
* Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.

**Shaping the Future (Strategic Leadership)**

* Work with the SLT and the LAB, and under the guidance of the Head of School Improvement to develop the shared vision and strategic plan for the school, which is responsive to the community it serves. At the core of this should be the educational and personal development of the pupils;
* Work with the CEO, Head of School Improvement, Governors and staff to define and implement the school’s vision and strategic direction so that it is understood and acted upon by all stakeholders;
* Work within the school community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement;
* Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong education environment;
* Ensure the school achieves its performance targets;
* Demonstrate the vision and values of the school in everyday work and practice;
* Motivate and work with others to create a shared culture and positive climate;
* Promote the school and develop effective and productive relationships with a wide range of stakeholders;
* Secure the commitment of parents and the wider community to the vision and direction of the school;
* Challenge, motivate and empower others to attain ambitious outcomes;

**Leading Learning and Teaching**

* Drive and inspire a passion for learning in every member of the school community;
* Provide a model of outstanding practice to all staff in teaching and school leadership;
* Secure and sustain effective teaching and learning throughout the school by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups;
* To build a collaborative learning culture within the school and actively engage with other schools within the wider BDMAT family to build effective learning communities;
* Work with all staff to build effective teams;
* Sustain their own enthusiasm and motivation and develop and sustain that of other staff;
* To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
* Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below;
* Effective and consistent implementation of the Teachers’ Appraisal Policy and other systems of quality assurance and professional development of teachers;
* Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process;
* Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school and the wider BDMAT family;
* Under the direction of the Head of School Improvement, develop capacity, through coaching and mentoring members of the SLT;
* Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development.

**Managing the Organisation**

* Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
* Advise Governors on the formulation of the annual budget in order that the school secures its objectives;
* Receive and approve the school budget in order to ensure that the school meets its objectives;
* Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities;
* Seek opportunities to invite parents and carers, community figures and those from the wider BDMAT family, business or other organisations into the school to enhance and enrich the school and its value to the wider community.

**Equal opportunities**

* Take responsibility, appropriate to the post, for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

**Safeguarding children and Safer Recruitment**

* Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and BDMAT;
* Ensure that all policies and procedures adopted by the LAB and BDMAT are fully implemented and followed by all staff;
* Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
* Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

**Health and Safety**

* Work in compliance with the school’s Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school;
* Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

**Data Protection**

* To ensure compliance with the Data Protection Act (1998) and General Data Protection Regulations and the Freedom of Information Act (2000).