



# Greywood

## Multi-Schools Trust

The House, Eastern Avenue, Lichfield,  
Staffordshire, WS13 7EW

Headteacher

Application Pack

Queen's Croft High School

Birmingham Road

Lichfield

Staffordshire

WS13 6PJ



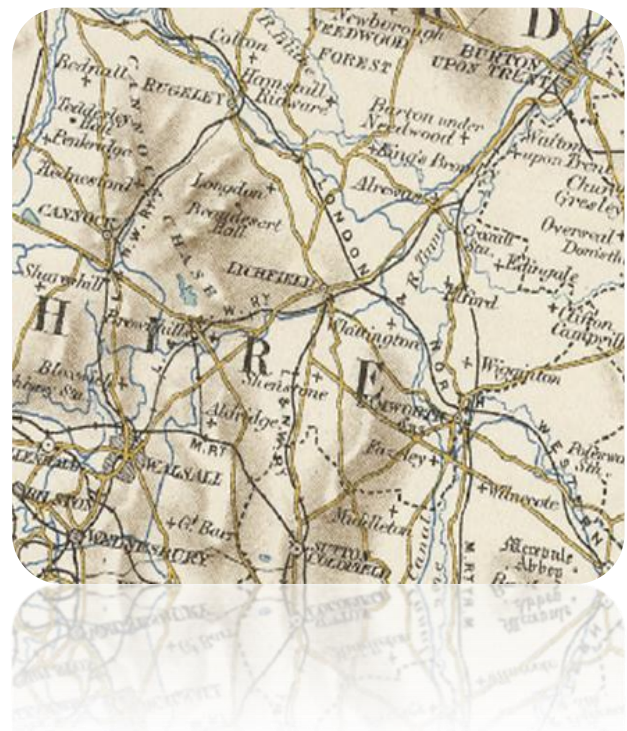
The Greywood Multi-School's Trust has brought together a group of schools with a shared vision to develop a learning community that brings real benefits to students, staff, parents and the wider community. It is determined to achieve this change not just through the transactional benefits of academisation, but through a deep and genuine sharing of learning and best practice.

Our Greywood emblem reflects the history of our region, but also represents our key objective of benefitting from a central trunk which forms the basis for school growth, as well as individual branches which enable member schools to retain their own distinct culture and direction.

Initially, the schools involved are in or around the Lichfield and Rugeley Districts and come from the primary, secondary and special sectors. The Trust intends to be highly inclusive and offers a potential educational route from age 2, when the youngest children enter primary school, to 25, with extended special school provision.

For more information please visit our website

<https://www.greywoodmst.co.uk/>



# Headteacher Vacancy – Queen’s Croft High School

## This Opportunity

An exceptionally exciting and dynamic opportunity to lead a successful secondary special school through the next phase of development and to be part of a growing multi-schools trust.

This appointment lies within the recently formed Greywood Multi-Schools Trust. Our new Headteacher will promote mutually beneficial partnership working with the Trust and with all staff, governors, parents, partners, funders, sponsors and Local Authorities.

The trustees of Greywood Multi-Schools Trust are seeking to appoint an inspirational, visionary, innovative, tenacious, highly skilled and effective Headteacher.

The appointee will lead and develop the Queen’s Croft High School community through diligent and creative school improvement initiatives to establish an outstanding and successful future for the school.

The successful candidate will recognise, value, build upon and advocate for the unique nature of Queen’s Croft High School, promoting the areas of outstanding practice, excellence, expertise and strengths.

Our new Headteacher will grow the quality of teaching, learning, engagement and personal development by creatively shaping a sustainable curriculum and pastoral offering.

## Our Vision

Queen’s Croft High School, is dedicated to creating and inspiring outstanding learning opportunities for all through a holistic approach to the student, the built environment, the quality of teaching and the culture of our community.

Our students will feel safe at school and secure in being able to discover and explore their individual ambitions, interests, qualities and attainments both within and outside the school environment.

Our students will be offered an education where delivery is of the highest standard and appropriately nurtures, encourages, supports and challenges their social, educational, vocational and personal development.

Queen’s Croft High School facilitates students in acquiring a transferable toolkit of skills, knowledge, accreditation and validation and offered appropriate opportunities to support their transition into wider society.

The Queen’s Croft community celebrates individual success by ensuring that everyone has their voice, contributions and achievements fully recognised and rewarded fairly.

## **The Headteacher we appoint will:**

Drive progressive and sustainable improvement in all areas of the largest secondary special school in Staffordshire; unleashing the potential of Queen's Croft High School as a centre of excellence and expertise within The Greywood Multi-Schools Trust.

Improve the outcomes for our students by equipping them with the skills and knowledge to access sustainable and enhancing destinations, to gain employability and to live as independently as possible.

Lead and inspire staff to deliver an outstanding curriculum and extra curricula learning experience that meets the needs of all learners.

Improve the learning environment in both pre and post 16, whilst seeking to secure additional income streams, capital funding, premises and sponsors.

Build on the reputation and influence of Queen's Croft High School in the local and regional area.

## **The successful candidate will have:**

Proven highly effective leadership skills and the ability to inspire other people to be motivated towards outstanding practice and performance.

Evidence of their experience in identifying, designing, implementing, monitoring, embedding and evaluating change.

The ability to think both strategically and operationally whilst being highly organised in the execution of planned activities.

Demonstrate a strong commitment to collaborative and partnership working.

Evidence their deep knowledge and understanding of the full range of factors that impact on children developing additional learning needs, and how students can make sound social and academic progress.

Experience of designing and maintaining effective financial controls around the spending of public funds.

Have a personal philosophy where high expectations, ambition, drive and determination secure the opportunity for every student to become the best person they can be.

A strong commitment to working pro-actively and receptively with parents, carers, professionals and services who support the social and health context of the student.

Demonstrate their commitment to work collaboratively and for mutual benefit with the Trust, Governors, partners, sponsors, funders and commissioners.

## **The Queen's Croft Experience**

A group of students recently took part in a video chat with leaders from another school, during which they were asked to describe the school.

*"Brilliant", "Safe", "Caring", "Family" plus "No-one ever gives up on you",*

*"When I was in mainstream school I was hated and now I'm loved and supported" and*

*"I don't know where I would be if I wasn't at Queen's Croft".*

**We hope their words resonate with you and attract you to this opportunity.**

## **JOB DESCRIPTION**

**Responsible to:** The Greywood MST Trustees, CEO and the Local Governing Body

**Grade:** Leadership Group 6 - Circa £75 000 p.a.

**Accountable to:** The CEO and the Local Governing Body

**Responsible for:** The strategic direction and operational management of the school in order to ensure that the school's aims are implemented in accordance with the Education Improvement Plan and the policies of the Trust. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Local Governing Body is committed to safeguarding and promoting the welfare of students and the Headteacher must ensure that the highest priority is given to safeguarding.

### **KEY RESPONSIBILITIES**

#### **LEADERSHIP AND MANAGEMENT OF STUDENT ACHIEVEMENT, PROGRESS AND SAFETY**

- Ensure that student safety is at the centre of all of the school's functions.
- Ensure an aspirational culture and ethos of challenge and support.
- Ensure a consistent and continuous school-wide focus on student's achievements, using data and benchmarks to monitor progress.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of students.
- Commitment to the learning process of pupils with Special Educational Needs (SEN) and Social, Emotional and Mental Health (SEMH).

#### **LEADING AND MANAGING STAFF**

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.

- Ensure that all staff are engaged with the school's key Education Improvement Plan priorities and the development of the school's aims and objectives.
- Maximise the contribution of staff to improve the quality of education and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of staff.

### **LEADERSHIP AND MANAGEMENT OF CURRICULUM**

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for students.
- Develop and champion the impact of the school's specialisms on student opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all students.
- Ensure that the curriculum enables students to progress to sustained employment, education or training on exit from the school.

### **MANAGING RESOURCES**

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Implement and deploy systems of control in relation to admissions and funding streams, agree and set appropriate priorities for expenditure with the Local Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the school secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve school's strategic plans and school budgets.
- Ensure school buildings and facilities meet the needs of the students and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.

- Explore and develop additional sources of funding.

### **STAKEHOLDERS AND THE LOCAL COMMUNITY**

- Secure the commitment of all parents and carers and wider community.
- Act as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school in the community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

### **ACCOUNTABILITY AND GOVERNANCE**

- Work with the Governing Body to analyse and plan for the future needs.
- Translate the vision into an Education Improvement Plan.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in an appropriate form.

### **TEACHING**

- To be a proven, excellent classroom practitioner who can lead by example in terms of teaching and learning.



## PERSON SPECIFICATION

	<b>COMPETENCIES, KNOWLEDGE, QUALIFICATIONS</b>
<b>QUALIFICATIONS AND CPD RECORD</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status and first degree</li> <li>• Record of CPD with relevance to Headship in the Special Education Sector</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Higher degree relevant to Headship</li> <li>• NPQH</li> <li>• CPD record includes substantial relevant Achievement</li> </ul>
<b>EMPLOYMENT RECORD</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Proven experience and successful leadership track record in a secondary special or primary special school setting</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Proven experience and successful leadership track record in a secondary setting</li> </ul>
<b>PERSONAL EFFECTIVENESS</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Highly effective in their relational approach to parents, agencies, governors, trust board, partners, funders, fundraisers and students creating a sense of presence, congruence, integrity, listening, approachability and adaptability</li> <li>• A strong completer- finisher</li> <li>• An honest, accessible, passionate, intuitive, empathic communicator</li> <li>• A personal philosophy of kindness, inclusion, respect, regard for community and success in their approach to the whole school community, the multi-school's trust and the wider community</li> <li>• Demonstrates capacity and appetite for further personal development</li> </ul>
<b>LEADERSHIP ON SAFETY AND QUALITY OF EDUCATION</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Concerned about individual student needs; regards personal safety and achievement for each individual as the highest priorities.</li> <li>• Ability to inspire high levels of performance in students;</li> <li>• The ability to analyse the complex issues relating to students' attainment and progress and develop effective and creative responses.</li> <li>• Successful track record in managing and deep appreciation of monitoring and evaluation techniques of student progress, translating into detailed plans with specific measurable targets.</li> <li>• Detailed understanding of the new Ofsted Framework</li> </ul>

<p><b>DEVELOPING AND WORKING WITH OTHERS</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Ability to make consistent, robust and courageous decisions and to maintain integrity in process</li> <li>• Highly skilled in managing performance of staff and self, to unleash individual potential</li> <li>• High level understanding of an implementation of management structures and management systems, with appropriate delegation, monitoring, evaluation and enforcement of accountabilities</li> <li>• Capacity and vision to develop areas of outstanding practice and outstanding practitioners and promote the school as a centre of excellence</li> <li>• Ability to inspire and maintain high morale, address problems, manage and resolve conflicts</li> <li>• Positive and approachable with a demonstrable commitment to equality of opportunity and high achievement</li> </ul>
<p><b>LEADERSHIP AND MANAGEMENT OF THE CURRICULUM AND LOCAL OFFER</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Proven understanding of the social, cognitive, emotional, medical, pastoral and funding context for every student</li> <li>• Strong visionary regarding the development of Post 16 curriculum, the complex needs curriculum and the academic curriculum for KS3 and KS4</li> <li>• The ability to analyse complex curriculum issues and develop effective and creative responses</li> <li>• The ability to shape the curriculum to meet the needs of current and future students in the context of SEN provision</li> <li>• Deep knowledge of the National Curriculum philosophy and requirements and sound experience of curriculum delivery, monitoring, assessment and progress mapping</li> </ul>
<p><b>MANAGING THE ORGANISATION</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Financial acumen and familiarity with the criteria, streams, flow, opportunities and risks associated with Special School Financing and Academy Financing</li> <li>• Highly skilled in managing capacity, prioritisation and allocation of resources, maintaining the estate to meet demands of Health and Safety and Safeguarding and evolving to meet contextual requirements</li> <li>• Ability to manage the budget effectively alongside the finance department of the school and the multi-school's trust</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Have a clear working knowledge of high needs funding allocations</li> </ul>
<p><b>STRENGTHENING THE QUEEN'S CROFT COMMUNITY</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Ability to build working relationships and effective communication with the Trust, staff, parents, carers, students, governors, external agencies and the wider community</li> <li>• Being sensitive to the role of the school within the community</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate empathy with students, staff, parents, sponsors and other stakeholders and influencers</li> <li>• Evidence of ability and commitment to establishing a standing within the community and engagement with a variety of stakeholders</li> <li>• Ability to research, initiate, develop and evaluate partnerships which have a substantive impact on student outcomes</li> <li>• Strategic oversight of the Special Educational Needs provision and commissioning</li> </ul>
<p><b>SECURING ACCOUNTABILITY, GOVERNANCE AND SHAPING THE FUTURE</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Committed to the Vision, Values and Strategic Goals of Greywood Multi-School's Trust and Queen's Croft High School Local Governing Board</li> <li>• Successful identification of school improvement planning and school development planning</li> <li>• A strong track record of implementing, monitoring, reporting and managing delivery of sustained improvements</li> <li>• Committed to describing, advocating and developing the individual characteristic of Queen's Croft High School</li> <li>• Committed to cycles of timely reporting, communicating and engagement across all communities within and outside of Queen's Croft High School</li> </ul>
<p><b>PERSONAL TEACHING PRACTICE</b></p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Substantial and successful experience and track record of outstanding practice in teaching within this age range, specialism and setting</li> <li>• Demonstrates knowledge and understanding of outstanding Special Educational Needs (SEN) and Social, Emotional and Mental Health (SEMH) classroom practice</li> </ul>

## **KEY DATES AND INFORMATION**

### **Visit dates by arrangement:**

Tuesday 11th February (PM)

Wednesday 12<sup>th</sup> February (PM)

Thursday 13<sup>th</sup> February (PM)

Friday 14<sup>th</sup> February (AM)

**To arrange a visit contact:** Jackie Hesslegrave on 01543 227245 to arrange

**Vacancy Closing date:** 12 noon Monday 24<sup>th</sup> February 2020

**Shortlisting:** 25th February 2020

**Shortlisted candidates** will be notified by email

**Interviews:** Wednesday 10<sup>th</sup> March and Thursday 11<sup>th</sup> March 2020

**Shortlisted Candidates** must be available to attend both interview days. Further details of the interview process and arrangements will be provided to those shortlisted

**Start date:** 1<sup>st</sup> September 2020

**Queen's Croft High School, Birmingham Road, Lichfield, Staffordshire,**

**WS13 6PJ**

**Tel: 01543 227245**

## **Application process**

Application is by completion of the Application form, please note that CVs are not accepted. Please ensure that any covering letter is no longer than 2 sides of A4 paper.

Applications should be returned to school c/o Mrs Jackie Hesslegrave, Business Manager and can be returned to the address above or by emailing [office@queenscroft.staffs.sch.uk](mailto:office@queenscroft.staffs.sch.uk).

For shortlisted candidates, references will be sought ahead of the interview process. Please provide details of two people who can provide you with a professional reference, one must be from your current employer. Please also advise them that you have given their name and that they may be approached to provide a timely reference.

This School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

**Thank you for your interest in this vacancy**