



Wigmore School
Academy Trust

Recruitment of Executive Headteacher and CEO



Wigmore School, Ford Street, Wigmore, Leominster, Herefordshire HR6 9UW

Introduction



Dear Candidate

Thank you for showing an interest in the post of Executive Headteacher and Chief Executive Officer for the Wigmore School Academy Trust (Wigmore Primary and Wigmore High School).

The person appointed will be responsible for the quality of education provided at the two schools in the trust and directly accountable to the Wigmore School Academy Trust. The salary range will be L27-L33.

We hope that this booklet will give you some important information about the two schools in order to help you decide whether or not you wish to apply for the post. The closing date for receiving applications will be midnight on Sunday 23rd February 2020. Interviews will be held at the school site on Wednesday 4th and Thursday 5th March 2020.

The Wigmore trustees are very proud of the achievements of their schools. We are, however, not complacent about the challenges that lie ahead in ensuring we maintain, and further improve, the quality of education provided for all the children and young people.

Consequently, the trustees are seeking to appoint an exceptional headteacher who can continue to inspire the confidence of the pupils, staff, parents, trustees and the local community, and to take the trust successfully forward this decade. In particular, we are seeking an outward looking leader who can help develop, enhance and grow the trust as opportunities arise.

Please contact Mr Dean Curtis, current Executive Headteacher and Chief Executive Officer, on 01568 770323 or via email at recruitment@wigmore.hereford.sch.uk for answers to any additional questions you may have, or to arrange a visit to the two schools which are on the same site in the village of Wigmore in North Herefordshire.

Yours sincerely

Andrew Marson

Andrew Marson
Chair of Wigmore School Academy Trust

Ethos and Values

Trust Motto

“Enjoying Learning Together”

Mission Statement

We embrace the benefits of all-through 3-16 education providing excellent all-round educational experiences in a nurturing environment of traditional values.

Our Aim

We aim to ensure every child is happy, safe and successful.

Our Vision

We strive to provide the best education locally, inspiring our children to exceed expectations and develop into resilient, well-rounded, independent young people who are equipped to flourish in a modern global community.

Our Values

- Empathy
- Equality
- Honesty
- Resilience
- Respect
- Teamwork



The Wigmore Academy Trust

The Wigmore School Academy Trust is located in the village of Wigmore in North Herefordshire, 22 miles from the cathedral city of Hereford, 9 miles from the historic market town of Ludlow in South Shropshire, and close to Knighton and Presteigne, just across the border in Powys in Wales. It is a beautiful part of England with easy access to the magnificent countryside of Herefordshire, Shropshire and mid-Wales.

We are a highly successful nursery, primary and high school situated in the stunning surroundings of North Herefordshire. We cater for children from 3-16 years of age in two separate schools.

The schools have existed for over 50 years, federating in 2008, academising in 2011 under the umbrella of one academy trust, and establishing a nursery in 2012.

In the local community, we have an enviable reputation for high standards, providing a quality education in a safe and welcoming environment. Behaviour at both schools is outstanding. As a result of our successes, we are the school of choice in the area.





Our motto is “Enjoying Learning Together” which encompasses the shared vision to develop the notion of and celebrate the benefits of all-through education.

Our mission is to provide excellent all-round educational experiences in a nurturing environment of traditional values. We aim to ensure every child is happy, safe and successful. We strive to provide the best education locally inspiring our children to exceed their potential and develop into resilient, well-rounded, independent young people who are equipped to flourish in a modern global community.

Our pupils achieve their potential academically with many exceeding expectations. We place a strong emphasis on developing the whole child and therefore, work hard to provide an all-round education for our pupils. We offer many different experiences inside and outside the classroom, e.g. Duke of Edinburgh, foreign expeditions, forest school, values education, to ensure our pupils have access to a variety of different learning experiences.

Our staff and pupils are proud of our schools high standards, values and strong emphasis on personal development. We believe that our children deserve the best education possible and values that prepare them for the future.

We welcome all children to our schools and guarantee to look after them, nurture them and provide them with the best education possible.

The high school has traditionally been over-subscribed for admissions into Year 7. The planned admission number for the primary school is 30 children for the Reception Class and 90 pupils for Year 7 at the high school.

Wigmore School Academy Trust works closely with other neighbouring schools, including those in the local cluster, and has developed good links with a wider network of schools involved in the Teaching School Alliance.

Governance

Wigmore School Academy Trust is a federation of two schools: Wigmore High School and Wigmore Primary School. The individual schools have separate funding agreements but form one company. Wigmore Nursery is a governor-led establishment situated in Wigmore Primary School which along with Wigmore High School is part of Wigmore School Academy Trust.

The academy trust is a company limited by guarantee and an exempt charity. The charitable company is known as Wigmore School. Wigmore's memorandum and articles of association are the primary governing documents of the academy trust.

The academy trust is governed by the board of trustees, who are also the directors of the company. The academy trust board currently delegates various functions to a local governing body. From September 2020, the local governing body will amalgamate with the trust board to create one level of governance which will be led by the chair of the trust.





Trust Performance 2019

Key Stage 2 Average Scaled Scores 2019	School	National Average
Average Scaled Score in reading	107	104
Average Scaled Score in mathematics	107	105
Average Scaled Score in GPS (Grammar, Punctuation and Spelling)	107	106
Key Stage 2 Average Progress Scores 2019	School	National Average
Average Progress Score in reading	+3.3	0
Average Progress Score in writing	+3.0	0
Average Progress Score in mathematics	+3.2	0

Key Stage 4 GCSE Results 2019	School	National Average
Progress 8 Score	0.12	0.0
Attainment 8 Score	48.62	46.6
Percentage of pupils achieving a Strong Pass (Grade 5) in English and maths	42%	43%
EBacc Average Point Score	4.56	4.07

Key Stage 4 GCSE Results 2018	School	National Average
Progress 8 Score	0.27	0.0
Attainment 8 Score	54.2	46.5
Percentage of pupils achieving a Strong Pass (Grade 5) in English and maths	49%	43.3%
Percentage of pupils achieving the EBacc (Grade 5/C)	38%	38.4%



Job Description

The trust's Executive Headteacher and Chief Executive Officer will be responsible to the trust board and line managed by the Chair of the Trust.

Main Purpose of Job

To provide the highest quality of education, care and preparation for life for all pupils in the school.

To be the public face of the trust on a daily basis, managing its daily business and engaging in all activities and elements of school life.

To lead, promote and support the vision and direction of Wigmore School Academy Trust by providing the strategic and day-to-day leadership that will enable it to build success and provide high quality education for its children.

To have regard and respect for the ethos of the school, be an ambassador for the school and promote and raise the school's profile in the wider community.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a first class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, trustees and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and trust systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the trust's vision, ably translating local and national policy into the trust's context.
6. Communicate compellingly the trust's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and

of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between trusts, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Process

1. Ensure that the trust's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the trust and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the trust board to understand its role and deliver its functions effectively – in particular its functions to set trust strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the trust's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.



Job Description

The Self-improving School System

1. Create an outward-facing trust which works with other trusts and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame this self-regulating and self-improving trust.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to trust improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond the trust - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

General Information

This job description summarises the main duties and accountabilities of the post and is not exclusive. The post holder may be required to undertake other duties of similar level of responsibility.

It is anticipated that this job description will change over time in accordance with the needs of the role. The role holder will be consulted on any proposed amendments.

It is a condition of employment that staff will not disclose any information obtained in the course of their duties other than to those entitled to receive it. The postholder must ensure that the confidentiality of personal data remains secure and the terms of the Data Protection Act and relevant trust policies are met in respect of information held on the trust's computerised systems.

The trust is committed to equality of opportunity. All staff are required to comply with current legislation, trust policies and good practice guidance.

This job description should be read in conjunction with the Staff Induction Policy, Staff Handbook, Teachers' Standards and the current School Teachers' Pay and Conditions Document.

All staff are required to participate in the trust's appraisal process and undertake any necessary training and development, to keep up to date with the requirements of the job.

An annual review of this job description and allocation of particular responsibilities will take place as part of the performance management review.

Under the H&SAWA 1974 the post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate with the trust on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety or welfare.

All staff are required to undertake child safeguarding training, adhering to policies and established practices. This post is subject to an enhanced disclosure.



Person Specification

The trust will seek to identify these attributes through the recruitment and selection process of application, certification, interviews, professional references and observation.

Essential Experience

- Senior Leadership experience in at least one school (primary, middle, secondary or all-through).
- Significant relevant experience of middle leadership and senior leadership roles.
- Varied school based experiences.
- Successful experience of raising achievement.
- Experience of setting and monitoring budgets.
- Understanding, and experience of, the roles and responsibilities of a governing body including academy trust operations.
- Ofsted awareness and experience.

Essential Skills

- Ability to analyse data to present information, draw conclusions and form plans.
- Ability to strategically self evaluate.
- Ability to monitor, evaluate and improve the quality of teaching across both schools.
- Ability to share goals and vision with the school community.
- Ability to set targets that lead to improvements.
- Good communication skills.
- Ability to establish the confidence of parents and guardians.
- Ability to plan for the future.
- An up-to-date awareness of the national education picture.
- Understanding of legal issues relating to school management.

Desirable Experience

- More than one school SLT experience.
- Experience of pastoral and curriculum leadership.
- Senior leadership experience in an outstanding environment.
- Three or more years experience of senior leadership.
- Experience of change management.
- Awareness of Teaching School initiative.
- Leadership responsibility in an academy setting.
- Accounting Officer experience.
- Experience of working with the local community.
- Experience of working with cluster schools.
- All-through school experience.
- Experience and understanding of the 3-19 curriculum.
- Partnership working experience.

Desirable Skills

- A confident speaker and excellent presenter.
- An awareness of, and interest in, the direction of national education and its impact locally.
- Understanding the relevance of new technologies in schools.
- Understanding of nursery provision.
- Understanding of post-16 provision.



Person Specification

Essential Personal Qualities

- Trustworthy and professional.
- Integrity at the heart of every action or decision.
- Approachable and a good listener.
- Confidential.
- Very high expectations of others and themselves.
- Seeks advice when needed.
- Sense of humour.
- Ability to work under pressure.

Desirable Personal Qualities

- An innovator.
- Challenging 'accepted' behaviours.
- Builds quality teams and trust within.
- A sympathetic listener for parents and guardians, pupils and staff.
- Other interests outside the world of education.

Essential Education and Training

- An Honours degree.
- Qualified teacher status.
- Safeguarding trained.
- Evidence of recent relevant CPD.
- GDPR awareness.

Desirable Education and Training

- National Professional Qualification for Headteachers.
- Masters qualification.
- Ofsted trained.
- Safeguarding specialist (DSL trained).

