

Head of Primary Phase

Cathedral Schools Trust



Head of Primary Phase

Responsible to: Executive Principal and Board of Trustees

Responsible for: Primary school improvement across the trust and within the Cathedral Schools Trust (CST) Teaching School Alliance

Salary: L26 - L30, £72,809 - £80,307 on the CST Pay Scale

Hours: Full Time

Start date: September 1st 2018

Purpose of the role

The CST Head of Primary Phase is an exciting new post for Cathedral Schools Trust. As the inaugural Head of Primary Phase, you will play a key role in the executive leadership of the Trust. We are looking to appoint an experienced and innovative current Primary Headteacher to join us in our next phase of development.

Cathedral Schools Trust is currently made up of one secondary school and three primary schools. Bristol Cathedral Choir School, Ofsted outstanding in 2016, Headley Park Primary School, Ofsted outstanding in 2013, Victoria Park Primary School, Ofsted Good in 2013 and Cathedral Primary School, Ofsted Good in 2015 - all are well established, oversubscribed and successful schools. In September 2016 we received approval to open a new Secondary School in North Bristol whose first cohort of students will start in September 2019. In addition we expect a number of primary schools to join us by autumn 2018.

This is a unique and rare opportunity for an enterprising and forward-thinking leader to leave a lasting legacy on the evolution of the Trust. The successful candidate should be

strategic and approachable, offering leadership and direction across the Trust's primary schools.

You will be accountable for the primary performance of the Trust and working with the Principals/Heads you will develop the educational strategy and support to maximise primary excellence and ensure sustainability.

Whilst you will be based at the CST central office, you will be required to visit the academies throughout the week.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Successful candidates will be required to complete an enhanced DBS check upon appointment.

If you would like an informal discussion about the role, please contact awilliams@cathedralschoolstrust.org to make an appointment.

Please read on for further details about the role including the job description and person specification.

To apply for this role please go to:

<http://www.tes.com/jobs/employer/-1082408>

Please note that we will only consider applications through TES and will not consider CVs so please ensure that your supporting statement on the application meets the requirements of the person specification. We encourage you to be succinct and to restrict your supporting statement to no more than four pages in length.

Closing date: Sunday 4th March 2018

Interview: Week beginning 12th March 2018

We are committed to safeguarding and promoting the welfare of children, young people and adults and the post is subject to an enhanced DBS check.

ABOUT US

Introductions

Thank you for your interest in the post of Cathedral Schools Trust Head of Primary Phase. We hope you find the following information useful when deciding to apply.

VISION

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School, joined the Trust in August 2017. A brief overview of the schools currently in CST is below:

School	Phase	Type	Number on roll	Location
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	983 currently rising to 1066	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	241 currently rising to 301	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	420	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	420	Headley Lane, Headley Park, Bristol BS13 7QB

The initial vision for the multi-academy Trust (MAT) was established from 2014 as a result of the changing education landscape, increased funding restrictions on operating smaller standalone schools and the potential to create efficiencies and enhance quality of provision through a MAT structure.

The vision has matured over time and Trustees asked that we grow a multi-academy trust with the following guiding principles:

- Made up of a broad range of schools to include primary and secondary and cultural and socio economically diverse schools and become a mixed MAT encompassing both diocesan and community schools.
- Consisting of an initial critical mass of approximately six schools within a catchment area of Bristol.
- Ensuring that in the first instance, we grow through strong partnerships, generating high aspirations and building on the positive outcomes of schools already in the Trust and the Teaching School Alliance.
- Ensuring that as we grow we attract strong schools and establish the Trust with our partners, effectively co-creating the Trust going forward.

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- Allowing each school high levels of autonomy and individuality, understanding the drivers which led us to develop the Trust and ensuring that other schools retain their identity.

You can find out about the Trust by visiting <http://www.cathedralschoolstrust.org>.

The CST Head of Primary Phase is an exciting new post. As inaugural primary lead, you will play a key role in the executive leadership of the Trust. We are looking to appoint an experienced and innovative Headteacher to join us in our next phase of development. With 2100 pupils, 315 staff and a budget close to £10.4m this is a unique and rare opportunity for an enterprising and forward-thinking leader to leave a lasting legacy on the evolution and evolution of the Trust.

We are a values-driven organisation and expect our new Head of Primary Phase to aspire to our core beliefs. Our core values are outlined below:

VALUES

Cathedral Schools Trust believes in education that encourages young people to be imaginative, knowledgeable, confident, hopeful, and equipped to make significant decisions. It believes children should be safe and it hopes that they will be happy. Our core values are derived from Christian teachings and are representative of all faiths and worldviews. The Cathedral Schools Trust believes that children will benefit if they learn reverence and compassion for one another and for the world. We believe we should all want to live life fully. The Trust is inclusive and welcomes children of all faiths and none.

THE ROLE

As well as being a qualified teacher and experienced Headteacher, you will have an excellent understanding of how complex multi-academy trusts operate within the ever-evolving educational and political landscape. You will be an excellent communicator, a team player who is able to work under pressure and to manage effectively the complex process of change.

The role is diverse, developing and improving teaching, supporting the Trust with due diligence and working in support of the teaching school alliance.

If you can demonstrate that you possess the necessary experience, knowledge and qualifications and aspire to our values and vision then we would like to hear from you.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Successful candidates will be required to complete an enhanced DBS check upon appointment.

Job Description

Position Profile

Job Title:	Head of Primary Phase
Responsible to:	Executive Principal and Board of Trustees
Responsible for:	Primary school improvement across the Trust and within the Cathedral Schools Trust (CST) Teaching School Alliance
Salary:	L26 - L30, £72,809 - £80,307 on the CST Pay Scale
Hours:	Full Time
Start date:	September 1st 2018

Purpose of the role

The CST Head of Primary Phase will be a transformational leader with a proven track record whose role will focus on these key areas:

- To assume responsibility for improving primary teaching and progress across the Trust.
- To provide the Trustees with regular updates about progress and standards within the primary schools.
- To assist the Executive Principal with the development of the Trust including due diligence, CPD and strategic options.
- To support the strategic business plan of the Trust, generating income where possible.
- To promote and enhance the reputation of CST.

Responsibilities of the role

1. STRATEGIC

- Assist the Executive Principal/Trustees with the growth of CST by identifying and supporting schools new to the Trust.
- Work with the Executive Principal to develop consistency across CST whilst maintaining the identity of individual schools.
- Develop a data cycle and effective data systems across CST.
- Analyse data to identify both individual and collective strengths and areas for development.
- Benchmark CST performance against other similar schools/MATs.
- Report to Trustees on individual school/CST performance/outcomes.
- Develop a coordinated approach to collate parental and pupil feedback across CST.
- Develop a coordinated approach to staff appraisal which recognises the contribution of practitioners both to individual schools and CST.
- Work closely with Trustees and local governing body and school leadership teams, Headteachers in particular, at each of the academies within the Trust providing the necessary advice and support.
- Develop effective relationships with staff, pupils, parents, local businesses and stakeholders across the entire Trust.

2. SUPPORT TO INDIVIDUAL SCHOOLS

- Support any 'vulnerable' school that is part of the Trust, or looking to join the Trust, as required and up to 1 or 2 days per week.
- Deliver improvements in outcomes across all CST primary schools, including oversight of the deployment of SLE and subject/phase specific expertise to ensure improvements in teaching and learning.
- Support other schools as required through the TSA.
- Meet with Headteachers biweekly. Focus on progress against both individual schools and CST priority areas, effective self-evaluation, school improvement work, teaching and learning etc.
- Support/manage any underperforming staff.

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- Coach senior leaders, subject leaders etc.
 - Assist with recruitment of senior staff.

3. JOINT DEVELOPMENT WORK

- Coordinate Peer Reviews of schools. Work with Headteachers to agree focus, timetable and planning of days. Pull together written feedback and follow up any identified actions.
- Assist with the organisation of CST Inset days and other CST-wide training events.
- Lead the development of action research groups to develop pedagogy across CST.
- Coordinate effective joint CPD across CST (eg ensure individual schools staff training opportunities are shared, and broker Trust wide CPD).
- Coordinate and lead moderation processes across CST.
- Ensure all statutory assessment guidelines for CST's primary schools are met.
- Oversee the work of current partnership/network groups (English, Maths, Inclusion and EYFS) to ensure they are focused and effective, feedback to Trustees and Executive Principal on the impact of their work.
- Develop new partnership/network groups (eg assessment, attendance, pupil premium).
- Develop expertise database.
- Broker leadership development opportunities (eg secondments, placements, courses in partnership with Teaching School Alliance Lead).
- Create succession planning strategy to retain and develop expertise within the Trust.
- Broker work of system leaders, lead practitioners and SLEs to raise standards across the Trust.
- Oversee CST-wide enrichment opportunities to enhance the education experience for all pupils.

4. INCOME GENERATION

- Generate income for CST alongside the executive team.

5. NETWORKING AND RAISING THE PROFILE OF CST

- Support educational initiatives as part of the wider system through the Teaching School Alliance.
- Build links with other MATs.
- Raise profile of the Trust through local, regional and national networks, including groups such as PHAB and the Bristol School Standards Board.

6. OTHER

- Carry out such other tasks as deemed appropriate by the Executive Principal.

Person Specification

Qualifications & Professional Development	<i>Essential</i>	<i>Desirable</i>	<i>Evidence</i>
Qualified Teacher Status (QTS)	Y		A
First degree or equivalent	Y		A
Higher degree qualification or equivalent		Y	A
National Professional Qualification for Headship (NPQH)		Y	A
NLE or LLE		Y	
Up to date child protection training	Y		A I
Recent relevant in-service training	Y		A I
An up to date knowledge of national policy, curriculum developments and statutory frameworks, including the Ofsted framework, EYFS framework and SEN requirements	Y		A I
Experience			
An experienced and highly competent classroom practitioner with a proven track record of excellence and innovation	Y		A R T
Experience of leading substantial change	Y		A I
Experience of teaching in at least two Key Stages		Y	A
Experience of teaching in more than one school		Y	A
Successful senior leadership experience, achieving measurable long term improvements, as a deputy head or other senior leadership role	Y		A R
Experienced in the use of data to assess, monitor and accelerate pupil progress	Y		A I
Experience of leading staff appraisal	Y		A R
Experience of working with governors and supporting them to be successful in their role	Y		A I
Key Skills and Competencies			
Clear educational vision and inspirational leader with a track record of measurable improvements	Y		A R I
Committed to a collaborative school strategy for excellence that sets high standards for all and welcomes and secures the support of all stakeholders in achieving the school's goals	Y		A I T
Able to inspire, support and encourage all pupils to achieve the highest standards	Y		A I
Able to work well under pressure and to meet deadlines	Y		A I T
Has a clear understanding of what constitutes outstanding learning and how to achieve it	Y		A I T
Is committed to developing creative and innovative approaches	Y		A I
A proven track record of managing people effectively	Y		A R
A motivational and supportive team builder, able to engage and empower staff and to delegate effectively	Y		A I

Committed to the continuing professional development of self and others	Y		A I
Able to manage workload of self and others	Y		A R
An understanding of managing school budget and resources	Y		A I
Excellent administrator and financially astute with budget experience		Y	A I
Able to maintain the profile and good reputation of the school with the wider community	Y		A I R
A commitment to securing the spiritual, moral, social and cultural development of pupils	Y		A I T
A commitment to securing equality of opportunity for all and to challenging inequality and prejudice in any form	Y		A I
An understanding of safeguarding requirements; ability to ensure robust safeguarding procedures are embedded and sustained and ability act swiftly to safeguard children	Y		A I