



# SIGMA TRUST

## Headteacher, Application Pack

St Helena School,  
Sheepen Road  
Colchester  
Essex  
CO3 3LRE



January 2018

Dear Applicant

Thank you for the interest you have shown in the post of Headteacher at St Helena School. Within this pack you will find the Job Description, Person Specification and information about The Sigma Trust and St Helena School. The application form is attached as a separate document.

You can access further information on The Sigma Trust website <http://www.sigmatrust.org.uk> which links to the St Helena School website at <http://www.st-helena.essex.sch.uk>

If you wish to discuss the post with me, please contact Krista Hook, PA to The Sigma Trust on 01255 687786 or via email at [krista.hook@sigmatrust.org.uk](mailto:krista.hook@sigmatrust.org.uk). Additionally, if you would like to visit the school please contact Julie Bowers PA to the Headteacher at St Helena School on [j.bower@sthsch.com](mailto:j.bower@sthsch.com).

The closing date for applications is Monday 19th February 2018 at 12pm midday. Please submit your application form to the [vacancies@sigmatrust.org.uk](mailto:vacancies@sigmatrust.org.uk). Interviews are scheduled for 22nd – 23rd February 2018.

Once again many thanks for your interest in this post and I look forward to receiving your application.

Yours sincerely



Jeff Brindle  
Chief Executive Officer  
The Sigma Trust





## About The Sigma Trust

The Sigma Trust is a local partnership of seven academies in North East Essex. Sigma was formally established in September 2016 and currently consists of 5 secondary schools, a junior school and an infant and nursery school. The five secondary schools all became academies in 2012 as part of the North East Essex Education Partnership (NEEEP) umbrella trust. They all have a strong tradition of working collaboratively to achieve the best outcomes for all students in their academies.

Soon after NEEEP was created there was a desire to extend the partnership to incorporate primary partners. Changes to academy rules meant that this was only possible by establishing separate multi-academy trusts. Two of the secondary schools formed a MAT with the two primary schools in 2014 and one of the other secondary schools became an approved sponsor in 2015. Later that year a decision was taken to simplify this model by creating one single multi-academy trust and hence The Sigma Trust was born.

All schools are geographically close enough to provide the necessary support and challenge to take all academies to the next level. We have a set of shared values and a common mission and vision that aims to ensure that no child is left behind. No academy is seen as the "lead" school and we believe that every school should be a giver as well as a receiver of support. All academies within the Trust retain their cultural autonomy but we work together to ensure that best practice becomes shared practice.

The Greek letter Sigma ( $\Sigma$ ) is used in Mathematics and IT to denote "the sum of" hence its adoption as our name.

Our belief is that achievement is for all and that no child should be left behind. Education should foster in its learners a curiosity to discover who they are and what they are capable of, together with developing the resilience for them to test the boundaries of their abilities and to build the skills necessary to face the future with confidence.

We are not looking to work in isolation and will continue to collaborate with others to enhance the educational experience of children in the community. In so doing we aim to become a centre of educational excellence and innovation within the area.

The Sigma Trust will ensure that it secures the best possible outcomes for all learners and that all its academies are rated at least "Good" with the overall goal of ensuring outstanding provision.

Our aspiration for growth is to develop our primary phase and become the MAT of choice for maintained schools and standalone academies in the area. We seek to work with schools that can subscribe to our values and who are prepared to take responsibility and share resources with others.

**GREATER THAN THE SUM OF ITS PARTS**

## Mission, Vision and Values

### Mission

To be "Greater Than The Sum Of Its Parts" represents the mission statement for The Sigma Trust. We believe we are stronger and more successful working together than we would be as separate institutions.

The mission for each academy within The Sigma Trust is to ensure that no child is left behind. Education should foster in its learners a curiosity to discover who they are and what they are capable of, together with developing the resilience for them to test the boundaries of their abilities, and build the skills necessary to face the future with confidence.

### Vision

Our vision is to ensure that all of our academies are at least "Good" with strong and improving outcomes and are able to demonstrate outstanding provision. We will achieve this by:

- Establishing a local family of academies that fully embrace the mission, vision and values of the Trust.
- Ensuring that best practice becomes shared practice so that no school is left behind.
- Recognising the uniqueness and achievements of each academy.
- Enabling every school to be a giver and receiver of support.
- Developing a relationship where autonomy and accountability go hand in hand.
- Creating a centre of educational excellence and innovation within the area.
- Working in collaboration with others to enhance the educational experience of children in the community.
- Training, recruiting and retaining teachers, leaders and support staff through high quality professional development.
- Requiring that services are delivered efficiently and represent outstanding value for money.

### Values

The Sigma Trust values the following attributes:

- Integrity - be honest, transparent, trustworthy and true to your beliefs.
- Passion - be positive and enthusiastic about what you are trying to achieve.
- Aspiration - aim for your best and set high, realistic goals.
- Resilience - never give up and strive to improve.
- Accountability - take responsibility for your words, thoughts and actions.
- Respect - for yourself, your environment and other people.

## Our Secondary Schools

### Clacton County High School

Type of School	Secondary Academy
Denomination	Non-Denominational
Age Range	11 – 18
Location	Clacton, Essex
PAN:	279



### Harwich and Dovercourt High School

Type of School	Secondary Academy
Denomination	Non-Denominational
Age Range	11 – 18
Location	Harwich, Essex
PAN:	260



### Stanway School

Type of School	Secondary Academy
Denomination	Non-Denominational
Age Range	11 – 16
Location	Colchester, Essex
PAN:	280



### St Helena School

Type of School	Secondary Academy
Denomination	Non-Denominational
Age Range	11 – 18
Location	Colchester, Essex
PAN:	200




### Thomas Lord Audley School

Type of School	Secondary Academy
Denomination	Non-Denominational
Age Range	11 – 16
Location	Colchester, Essex
PAN:	168




## Our Primary Schools

### Monkwick Infant and Nursery School

Type of School	Infant and Nursery	
Denomination	Non-Denominational	
Age Range	2 – 7	
Location	Colchester, Essex	
PAN:	90	

### Monkwick Junior School

Type of School	Junior	
Denomination	Non-Denominational	
Age Range	7 – 11	
Location	Colchester, Essex	
PAN:	90	

## Our Key Partner Organisations

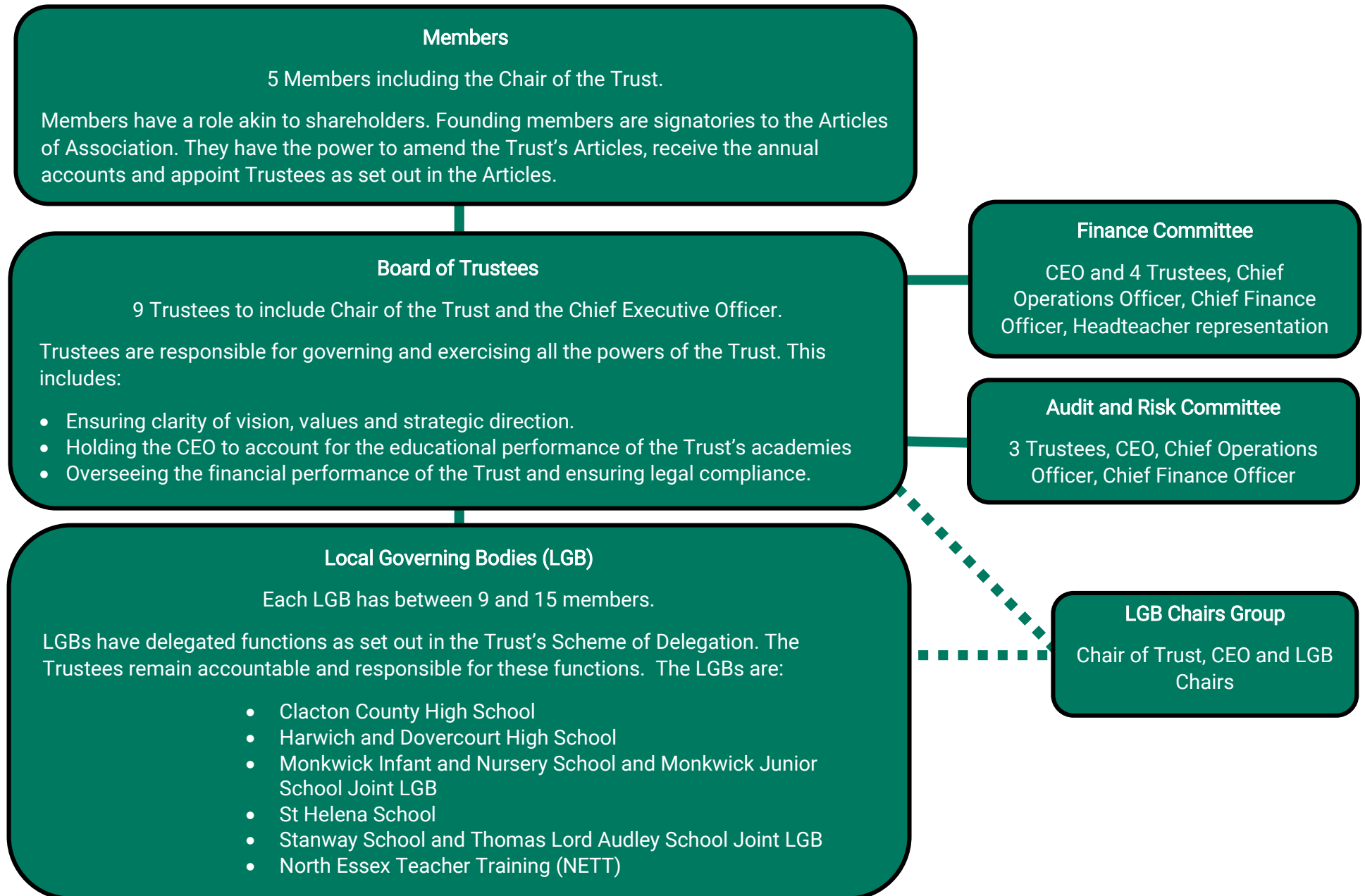


**North Essex Teacher Training (NETT)** With over 25 years since its inception, NETT is one of the most experienced school based initial teacher training establishments in the country. In September 2017 it merged with Tendring Hundred Primary SCITT to cover both primary and secondary phases. It currently has around 70 trainees with equally numbers across both phases. It ensures that all Sigma schools have a strong supply of NQTs each year. NETT is an integral part of The Sigma Trust.

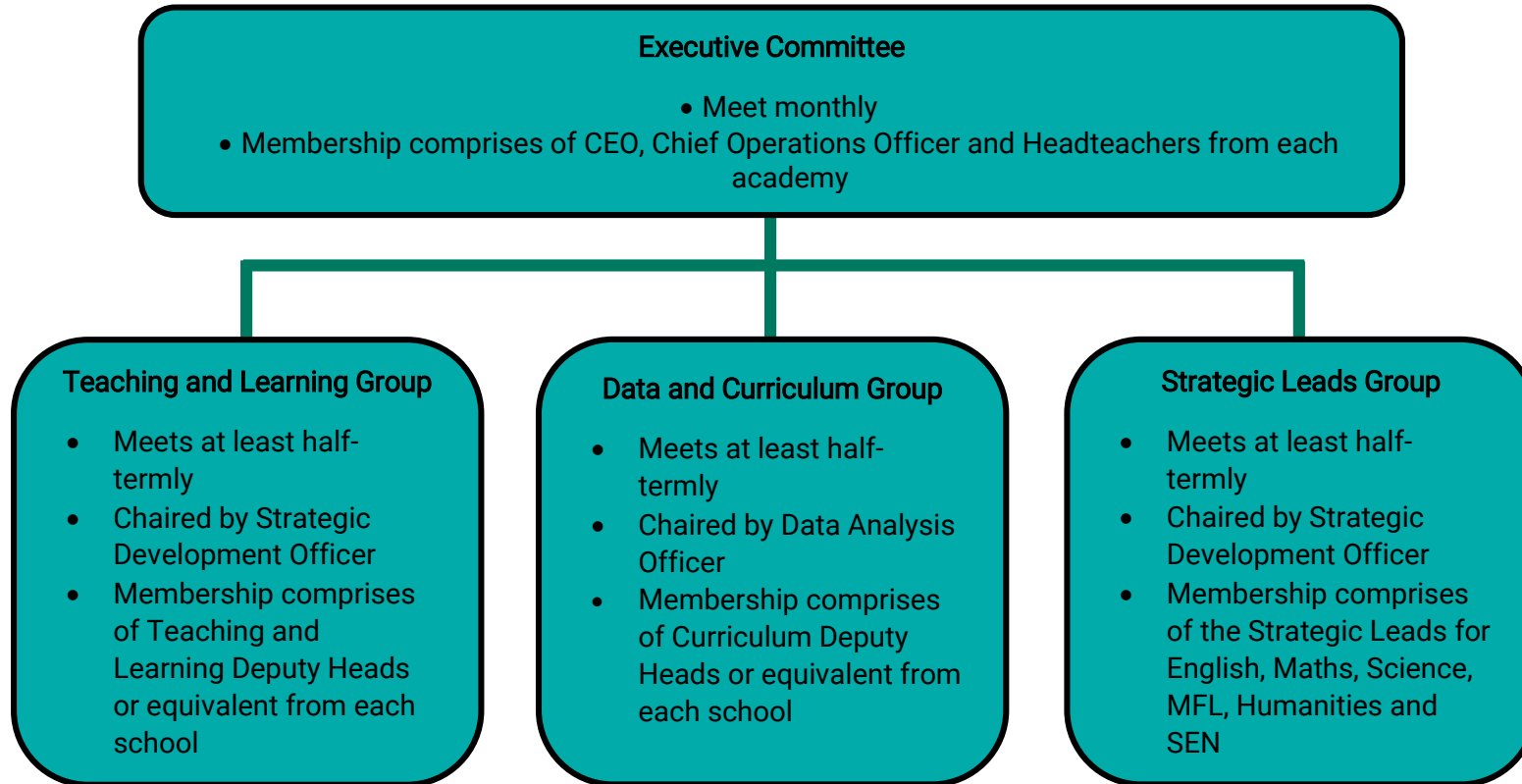
**The Learning Pathways Academy Trust** The Learning Pathways Academy Trust is comprised of three schools: Lyons Hall Primary School in Braintree, White Hall Academy in Clacton on Sea and Braiswick Primary in Colchester. Sigma works in a close partnership with LPAT to bring additional support and capacity to our two primary schools.



**Coast 2 Coast Teaching School Alliance** Are an innovative, cross-phase teaching school alliance which prides itself on the delivery of high quality CPD and school-to-school support, underpinned by impressive research and development. They operate a model where they provide courses to alliance schools and beyond and offer bespoke training and support on a needs basis to both secondary and primary schools.



## Leadership Structure





## About St Helena School

St Helena School is a lively, friendly and welcoming 11-16 school with 920+ students currently on roll. It was rated as Good by Ofsted in December 2017 and continues on its improvement journey.



The original school opened in 1938 and took its name from Colchester's patron saint. Situated just outside the centre of the town, the school sits on 17 acres and boasts a fine blend of modern and traditional facilities. These have recently been enhanced by a new Science and Technology block, an all-weather pitch facility with Play Football and an open air Amphitheatre constructed with assistance from the Heritage Lottery Fund.

Learning is at the heart of all that we do. Our aim is to ensure that every student leaves school with the skills, qualifications and attributes necessary to be a confident, successful and fulfilled young adult. Our students say that they enjoy learning here; our teachers work hard, have excellent subject knowledge and take pride in developing lessons which engage students and inspire them to achieve. Students also have access to excellent sports facilities including a climbing wall and fitness room and there are a wide range of extra-curricular activities for them to pursue in sport, science, music and drama.

Students at St Helena School can follow programmes which offer unique opportunities to develop skills in areas not traditionally offered until post-16. For example, our 'IT Professional' programme gives students the chance to learn



practical hardware maintenance alongside our IT technicians, as well as offering more traditional computer science elements such as programming. We have excellent links with the Colchester Institute which is literally just across the road from the school,

allowing a number of our KS4 students to access an unrivalled range of vocational and specialist provision.



St Helena School was an early adopter of 'vertical' tutoring, which has allowed the school to provide a caring, positive experience for new students as well as opportunities for older students to take positions of responsibility within their form. Students, parents and staff all tell us how much they prefer the system to single-year forms. There are four Houses in the school – Abbey, Castle, Priory and Temple – which compete during the year across a range of disciplines.

Each year group also has a Pastoral Manager and Director of Learning who are responsible for tracking, monitoring and supporting students in their year group. This combination gives us the best of both worlds; we have a positive, 'family' approach to tutoring along with robust and consistent tracking of students year-by-year. The school has been on a real improvement journey in recent years – one which continues as we strive to provide an outstanding experience for all of our students. Our staff are, of course, our greatest asset and we are particularly privileged to have such a hard-working and committed team of teaching and support staff, all dedicated to ensuring that our students' daily experience reflects the school's motto:



**Aspire, Believe Achieve**

## Ofsted 2018

Ofsted inspected the school in December 2017 and the report was published at the start of this term. Once again the school has been rated Good in all aspects.

Some key highlights of the report include:

- The school is well led. Senior leaders and governors are ambitious for the pupils and provide a good quality of education for them.
- Teaching and learning is consistently good across most subjects. Teachers plan engaging lessons, and give pupils useful feedback that helps most of them to make good progress.
- Staff know the pupils well and plan for their needs. The curriculum, pastoral care and ethos support pupil welfare and progress.
- Pupils attend school well and their attitudes to learning are positive. They have good relationships with each other and their teachers. Pupils are keen to do well.
- The school's arrangements for safeguarding are effective. Staff work well with pupils and parents to ensure that pupils are safe.
- Pupils behave well in lessons and around the school. They understand the school's values such as respect and responsibility. The school is a harmonious community.
- Governors support and challenge senior leaders well. They have high ambitions for the school. Their plans help improve outcomes for pupils.



A full copy of the report can be found on the Ofsted website or via the St Helena School website.

## Headteacher

### Job Outline

<b>Responsible to:</b>	The Local Governing Body (LGB), Chief Executive Officer (CEO) and the Board of Trustees
<b>Salary Grade:</b>	Leadership L29 – 35
<b>Full time/Part time:</b>	Full time

### Core Purpose

To work with the Trust, Local Governing Body (LGB), senior leadership team and school staff, to provide overall strategic leadership for the school, being responsible for the internal organisation, management and control of the school.

Professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation
- b) the instrument of government of the school;
- c) any rules, regulations or policies made by the Trust and LGB

#### Principle accountabilities:

##### **Whole school organisation, strategy and development**

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.
- Ensure accurate school self-evaluation to inform school improvement planning

##### **Teaching**

- Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils

##### **Safeguarding**

Have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school. Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Assigning a designated professional lead for safeguarding
- Operating safe recruitment practices

- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

#### **Health, safety and discipline**

- Promote the safety and well-being of pupils and staff.
- Ensure good order and discipline amongst pupils and staff

#### **Management of staff and resources**

- Lead, manage and develop the staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing teachers and other staff members.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

#### **Professional development**

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

#### **Communication**

- Consult and communicate with the pupils, staff, parents and carers, the Local Governing Body, CEO, Board of Trustees and other stakeholders.

#### **Work with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school including other Sigma Trust colleagues and relevant external agencies and bodies.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the CEO to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date of issue, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

Qualifications & Experience	Essential	Desirable
<ul style="list-style-type: none"> <li>Qualified teacher status in the UK</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Serving or returning Headteacher or Deputy Headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Significant experience at senior leadership level within the secondary sector</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of working in more than one school</li> </ul>		✓
<ul style="list-style-type: none"> <li>Evidence of recent and appropriate professional development for the role of Headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>NPQH – or currently working towards it</li> </ul>		✓
Leadership & Management	Essential	Desirable
<ul style="list-style-type: none"> <li>An enthusiastic leader, with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to articulate clear vision for the academy and its development</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to provide clear direction and shared purpose for staff and pupils</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to inspire trust and confidence across the school and the community.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Understanding of the requirements and expectations of the Ofsted framework</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to delegate, manage and support the work of individuals and teams</li> </ul>	✓	
<ul style="list-style-type: none"> <li>An excellent communicator who is at ease with all stakeholders but particularly governors, parents, pupils and colleagues</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to develop and sustain good relationships with staff, parents and governors</li> </ul>	✓	

## Person Specification (Continued)

Teaching & Learning	Essential	Desirable
<ul style="list-style-type: none"> <li>A leader of learning who demonstrates, promotes and encourages outstanding classroom practice.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Proven experience in leading teaching and learning for improvement</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Comprehensive knowledge of the curriculum</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Clear understanding and knowledge of what constitutes outstanding classroom practice and learning</li> </ul>	✓	
Monitoring & Evaluation	Essential	Desirable
<ul style="list-style-type: none"> <li>Understanding of methods of monitoring and evaluating school performance data, including interpretation and analysis</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to convey the meaning of data accurately to a variety of audiences</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Successful experience of strategies to raise pupil achievement</li> </ul>	✓	
Personal	Essential	Desirable
<ul style="list-style-type: none"> <li>Clear understanding and appreciation of the role of a Headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>High expectations of self and others</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The ability to work to tight deadlines and under pressure</li> </ul>	✓	
<ul style="list-style-type: none"> <li>An ability to use the full range of leadership skills and qualities, appropriate to the situation</li> </ul>	✓	
<ul style="list-style-type: none"> <li>An enthusiastic and motivational leader with strong morale building skills</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Resilience and determination coupled with the ability to support and show empathy</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The highest levels of integrity and reliability</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Self-motivated and able to take the initiative</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Approachability</li> </ul>	✓	