





**Welcome from the CEO**

Academic Year 2022 /2023

Dear Applicant,

Thank you for taking an interest in this vacancy for Head of School at Luck Lane Primary Academy. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,



**John McNally**

CEO

SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

* Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
* Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
* Ensure our staff are happy at work, taking pride in students/pupils progress and development;
* Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
* Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

We are part of the SHARE Multi Academy Trust and Kirklees and Calderdale Hub. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.



We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work. A wide range of learning styles are used ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to all the children/young people. Together they assess pupils/student progress and achievement discussing to ensure each learner’s self-confidence and self-esteem rise quickly, developing their thirst for learning.

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating pupils/students learning.



**Head of School**

**Role Profile**

**SUMMARY**

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| ***­Role title*** | **Head of School** | ***Reporting to*** | Director of Primary Academies |
| ***Section*** | Luck Lane Primary Academy | | |
| ***Contract type*** | Full-time. permanent | ***Grade / salary*** | L14 to L20 |

**JOB DESCRIPTION**

***Overall purpose of the role***

* Lead and manage a primary school to a high standard, fulfilling the standards described in the [National Standards for Headteachers 2020](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020), the [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook) and the [School Teachers’ Pay and Conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1022624/School_teachers__pay_and_conditions_document_2021_and_guidance_on_school_teachers__pay_and_conditions.pdf) document.
* Be accountable to the Director of Primary Academies for achieving the highest standards of education for pupils in the academy
* Undertake other duties commensurate with the role, as directed, to support colleagues in other trust schools, to strategically lead areas of trust-wide development or build partnerships that support the delivery of the trust’s objectives

***Safeguarding requirements***

This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.

***People***

The Head of School has responsibility for the wellbeing and professional standards of all staff within the academy, working with the Director of Primary Academies and the central team to build a cohesive, happy and high-performing team.

The Head of School will support the professional development of the senior leadership team through effective coaching, supporting training and providing clear objectives.

***Ethics and Professional Conduct***

A Head of School is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.

The post holder must uphold and demonstrate the [Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-principles-of-public-life) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

* selflessness
* integrity
* objectivity
* accountability
* openness
* honesty
* leadership

The post-holder must uphold public trust in trust leadership and maintain high standards of ethics and behaviour. Both within and outside trust, the Head of School must:

* build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
* show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
* uphold fundamental British valuesincluding democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law

As a senior leader in the trust community and profession, the post-holder must:

* serve in the best interests of the trust’s pupils
* conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
* uphold their obligation to give account and accept responsibility
* know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
* take responsibility for their own continued professional development, engaging critically with educational research
* make a positive contribution to the wider education system

**Leadership Domains**

**School culture**

* establish and sustain the school’s ethos and strategic direction in accordance with the trust’s overall objectives, under the direction of the Director for Primary Academies, in partnership with those responsible for governance and through consultation with the school community
* create a culture where pupils experience a positive and enriching school life
* uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
* promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
* ensure a culture of high staff professionalism
* support other headteachers and central team members in establishing a trust-wide culture of high performance for all pupils

**Teaching**

* establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
* ensure effective use is made of all forms of assessment
* support the development of high-quality teaching across the trust

**Curriculum and assessment**

* ensure a broad, structured and coherent curriculum is in place.
* ensure the school’s curriculum fulfils the common approaches and standards agreed at trust level
* contribute to the development of a high-quality curriculum across the trust
* establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
* ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

**Behaviour**

* establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
* ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
* implement consistent, fair and respectful approaches to managing behaviour
* ensure that adults within the school model and teach the behaviour of a good citizen
* fulfil the common standards and approaches agreed at trust level

**Additional and special educational needs and disabilities**

* ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
* establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
* ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
* work in partnership with colleagues from across the trust, to deliver the best support available for pupils with the additional needs and special educational needs and disabilities
* support the SENDCO and other professionals to develop best practice across the trust
* ensure the school fulfils its statutory duties with regard to the SEND code of practice

**Professional development**

* ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development
* ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
* contribute to the development of teacher trainees, teachers in the early stages of their career and those progressing into leadership positions
* support the aims and activities of the trust’s Teaching School Hub, encouraging and supporting staff who wish to participate in professional development activities, such as NPQs
* play an active role in trust-wide professional development activities, recognising a collective responsibility for developing staff across the trust

**Organisational management**

* ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
* prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* ensure staff are deployed and managed well with due attention paid to workload
* establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* ensure rigorous approaches to identifying, managing and mitigating risk
* comply with all trust-wide systems for managing risk, safeguarding or staff wellbeing

**Continuous school improvement**

* make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context
* ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
* actively support trust-wide school improvement approaches

**Working in partnership**

* forge constructive relationships across the trust and beyond, working in partnership with parents, carers and the local community
* commit your school to work successfully with other schools and organisations in a climate of mutual challenge and support
* establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

**Governance and accountability**

* understand and welcome the role of effective local governance, accepting the need for transparency and offering opportunities for governors to challenge practice and strategic direction
* establish and sustain professional working relationship with those responsible for governance
* ensure that staff know and understand their professional responsibilities and are held to account
* ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

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| ***Dimensions*** *(Financial/Statistical/Mandates/Constraints/No. of direct* |
| * Budget of approximately £2million * Staff of up to 70 |

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| ***Work/Business contacts*** |
| **Internal:** Pupils, parents /carers**,** leaders, teachers, support staff, governors, directors, members, central trust leadership team. |
| **External:** Department for Education, Local Authorities**,** External Agencies, Suppliers, Contractors. |

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| ***Expertise in Role Required (At selection - Level 1)*** | **Essential or**  **Desirable** |
| 1. Can demonstrate commitment to an educational vision and values which are in line with those of the trust. | Essential |
| 1. Qualified teacher | Essential |
| 1. Successful experience as a school senior leader or equivalent position (at least three years) or a role with similar levels of responsibility and accountability | Essential |
| 1. Strong record in school improvement | Essential |
| 1. Evidence of ability to lead strategically and work effectively with trustees or governors. | Essential |
| 1. Good understanding of statutory frameworks for schools, such as the OFSTED handbook | Essential |
| 1. Good understanding of statutory frameworks for academies, including financial regulations | Desirable |
| 1. Able to communicate effectively with different groups, including pupils, parents, staff and governors. | Essential |
| 1. Able to demonstrate impact of improvement work, e.g. through performance measures or OFSTED judgements. | Desirable |
| 1. Proven record of building positive working relationships in schools, able to secure the commitment of others to shared vision and values centred on providing the best possible experience for pupils. | Essential |
| 1. Can demonstrate an ability to secure the highest standards of teaching & learning, behaviour, pastoral care and outcomes for children and young people. | Essential |
| 1. Able to secure robust systems for managing resources to maximise impact. | Essential |
| 1. Possesses a strong understanding of how to keep children safe in education. | Essential |
| 1. Sound working knowledge of legislation that is relevant to schools, e.g. employment law, data protection, equality responsibilities. | Desirable |
| 1. Evidence of relevant professional development, e.g. OFSTED inspector training or NPQ’s. | Desirable |
| 1. Able to think systematically, to introduce appropriate systems that are well understood by all stakeholders. | Essential |
| 1. Positive about working within a multi-academy trust, recognising the advantages partnership and willing to compromise approaches to support the wider success of the organisation. | Essential |
| ***Other (Physical, mobility, local conditions)*** | |
| 1. Willing to travel between school sites. | Essential |
| 1. Willing to work flexible hours to fulfil academy or trust business, including evening meetings. | Essential |

Please note that CV’s will not be accepted. Please download the trust’s application form from the trusts’ website [Share Multi Academy Trust - Vacancies (sharemat.org)](https://www.sharemat.org/page/?title=Vacancies&pid=10). Completed applications should be sent via email to tracy.dickens@sharemat.co.uk

**Closing Date is 8th May 2023 at 9.00am**

**The interviews will take place week commencing 15th May 2023**

