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Academies Trust



**Head of Academy**  
**Co-op Academy Beckfield**  
**Candidate Pack**

## Welcome

Thank you for your interest in applying for the role of Head of Academy, at Co-op Academy Beckfield.

Co-op Academy Beckfield serves a diverse, vibrant and active community. We're seeking a senior primary education leader with the ability to further improve the Academy by drawing on the principles and values of cooperation. You'll work alongside Academy colleagues, the academy governing council and the Trust's range of educational partners to drive forward educational progress.

You'll have a positive approach to work, and have experience in working alongside challenging communities with a genuine desire to make a difference.

The successful applicant will be able to rapidly identify and take decisive actions to ensure the development and progress of every child is valued and accelerated.

The role is perfect for a dynamic and ambitious senior leader, as it will offer an amazing opportunity to challenge yourself in every way and to make a genuine and meaningful difference.

If you have what it takes to motivate and provide the inspirational leadership our staff and students deserve, we very much look forward to hearing from you.

Karine Hendley  
Primary Improvement Lead

Return your completed application to [centralrecruitment@coopacademies.co.uk](mailto:centralrecruitment@coopacademies.co.uk)

*We operate a blind shortlisting as part of our recruitment process to ensure a fair and rigorous process. Please ensure that both Section A and Section B have been submitted as part of your application.*

*Co-op Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. Appointment to this post is subject to an enhanced DBS disclosure and pre-employment checks.*

## Our Co-op Academies Trust

### Head of Academy, Co-op Academy Beckfield

**Job Type:** Permanent, starting September 2022 (earlier start date is possible)

**Salary:** Leadership 13 - Leadership 17

Plus an attractive Co-op Academies benefits package. Support with relocation expenses is also available, if applicable. A list of all Co-op Academies Trust benefits are here: [coopacademies.co.uk/colleagues/benefits/](https://coopacademies.co.uk/colleagues/benefits/)

### Closing Date

Tuesday 22nd March 2022, 4pm

### Interviews

Interviews will be held in the w/c 28th March 2022

Through a great education we are changing the lives of young people. Built on the same principles as all cooperatives across the world, we work with academies to empower teachers and young people to work together for a better education and a better community.

We have also been recognised by the Sutton Trust Charity and the Education Policy Institute as one of the top performing multi-academy trusts for disadvantaged students. What makes our Trust unique is that we are sponsored by the Co-op Group.

That close relationship means that we benefit from all of the business expertise that has seen the Co-op grow to one of the most respected, ethically driven and successful businesses in the country.

Popular with students, parents and teachers, we began in 2010 with just two academies. One in Manchester and one in Stoke-on-Trent. Two years later, in 2012, we began to work with a cluster of academies in Leeds and by 2014 we had five academies in Leeds; made up of one secondary and four primary academies. Pragmatic in our approach to growth we work closely and cooperatively to improve all of our academies. We currently have 8 Primaries, 3 Secondaries, Secondary Special, Primary Special and an all through Special school under construction currently to give 14 academies in the West Yorkshire region.

You can find out more about our Trust by visiting [www.coopacademies.co.uk](https://www.coopacademies.co.uk)



## Our Values

Co-op Academies Trust is committed to the values shared by cooperatives everywhere:

**Self-help** - we support learners, parents, carers and staff to help themselves

**Self-responsibility** - we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

**Democracy** - we give our learners, parents, carers and staff a say in the way we run our schools

**Equality** - we believe that the voice of each individual should be heard

**Equity** - we run our schools in a way that is fair and unbiased

**Solidarity** - we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

**Openness** - we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

**Honesty** - we act in a professional and respectful manner in our dealings with everyone

**Social responsibility** - we maximise our impact on the people in our communities while minimising our footprint on the world

**Caring for others** - we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together





## Job Description

# Head of Academy

### Purpose of the role

To work with the Executive Headteacher to provide leadership, management and organisation of the academy in order to drive whole-academy improvement. This will centre on achieving high standards across the academy and securing strong outcomes, including pupil achievement, behaviour and attendance, as well as academy efficiency. Operating in line with the Co-op Academies Trust values and embodying The Ways of Being will be an essential aspect of the role.

**Line Manager** - Executive Headteacher

### Remit and Scope

- The scope of the role will be determined by negotiation with both the Executive Headteacher and, where necessary, Chief Education Officer (CEdO) and could include detailed specifics within any area but as a general guide, the Head of Academy position will encompass:
- The vast majority of all operational matters at the academy, including managing all locally accountable systems relating to the daily running of the academy (for example, but not exclusively, quality of education, behaviour, attendance, communication, building management etc)
- Being the key driver for the strategic vision for the academy, subject to challenge and support from the Executive Headteacher and CEdO
- Leading on academy improvement initiatives and being accountable for the impact of these on all aspects of performance, including pupils' achievement, attendance, behaviour and stakeholders' views
- Being the direct point of contact for the Academy Governing Council (AGC)
- The line management, development and performance management of staff.

### Key Accountabilities

The scheme of delegation in the Academy details the roles and responsibilities of the 'Principal'. The Head of Academy should assume these responsibilities to be theirs unless otherwise agreed with the Executive Headteacher.

- Identify key priorities and secure rapid improvements in these areas, seen in pupils' outcomes, including their achievements, behaviour and attendance
- Ensure the educational experiences of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, prepare them well for their next stage

- Engage with all stakeholders aiming to establish the academy as the first choice for parents/carers in the community
- Lead by example with integrity, creativity, resilience, and clarity
- Demonstrate optimistic personal behaviour and build strong, positive relationships and with pupils, staff, parents/carers, governors, members of the local community and the Trust
- Sustain wide, current knowledge and understanding of education and school systems
- Regularly review own effectiveness and pursue continuous professional development
- Develop the expertise and the skills of the staff team to build professional and leadership capacity
- Communicate clearly and compellingly the academy's vision and values so that it is shared, understood and acted on effectively by all
- Work with the Executive Headteacher and the academy community to translate the vision into agreed objectives, evidence-based academy development plans, ensuring their successful completion
- Motivate and work with academy colleagues to create a shared culture and positive environment, based on co-operative values, where the learner is at the heart of all decisions and actions
- Ensure that the principles of inclusion and equality, along with the celebration of diversity, are reflected in academy culture and practice

### Pupils and Staff

- In conjunction with the Executive Headteacher, lead a creative, responsive and effective learning environment which sets high expectations and challenging targets to ensure a continuous and consistent academy-wide focus on progress and achievement, using data and monitoring tools to evaluate progress.
- 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; act as a good role model to all staff within the school and reflect a high level of professional teaching standards
- Work collaboratively with other Trust academies to build the community of academies to share and develop good educational development strategies and practice
  - Motivate and support all teaching staff to develop their own skills and subject knowledge, and to support each other; monitor, evaluate and review classroom practice; and analyse and interpret school data to inform and evaluate improvement strategies
- Ensure that staff roles and accountabilities are clearly defined and understood, installing high expectations and holding staff to account for their professional conduct and practice.

### Systems and Process

- Work with the Executive Headteacher to ensure that each academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Ensure that all functions carried out by the academy are discharged with due regard to relevant statutory legislation, including that relating to safeguarding, health & safety and



data protection

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding and promoting the welfare of pupils, enabling them to develop their exemplary behaviour in school and in the wider society
- Ensure that the child protection policies and procedures adopted by the local governing body are fully implemented and followed by all staff, and that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively
- In conjunction with the Executive Headteacher, establish rigorous, fair and transparent systems and measures for managing staff, including recruitment, induction, coaching & development, managing performance & attendance, communication, motivation and retention.
- Welcome strong governance and work with the local Academy Governing Council to enable them to deliver their functions effectively
- Support the Executive Headteacher in exercising strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the academy's sustainability
- 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
- Work effectively with the wider academy community to ensure parents/carers can be involved in their child's education, and so that pupils have varied opportunities to contribute to the academy, local and global communities.

### The Self Improving School System

- Work with the Executive Headteacher to develop effective relationships with fellow professionals and colleagues in other public services, working to ensure learning experiences and opportunities for pupils are integrated into the wider community
- Ensure that the academy plays an active role in its community, collaborating with other stakeholders and agencies to ensure that pupil and community needs are met
- In conjunction with the Executive Headteacher, maximise the potential of the academy site and build the reputation of the academy and the Trust within the community
- Create and maintain partnerships with parents/carers to support and improve pupils' achievement, attendance and personal development
- Working with the Executive Headteacher, create an inclusive ethos and promote positive strategies for challenging racial, religious and other prejudice, whilst underpinning all decisions with the Ways of Being
- Provide high quality training and professional development for all staff; employ effective strategies for recruitment and retention of colleagues





Person Specification

Qualifications

- First degree or Certificate of Education, or equivalent management qualification
- Qualified teacher status
- NCSL – Leading from the middle (or another NCSL leadership programme) or equivalent course
- Safer Recruitment certificate

Qualities and Knowledge

- Ability to build effective relationships with staff, parents/carers, governors and other agencies, and to influence all stakeholders
- Able to give examples of regularly reviewing own practice and pursuing continuous professional development
- In-depth and up-to-date knowledge of primary education
- Experience of working successfully in schools in a similar context
- Experience of implementing improvement plans across a key stage area or classroom, identifying the priorities and evaluating the impact
- Ability to work with and motivate teams and individuals to implement changes across the school

Pupils and Staff

- Able to lead, manage, motivate, enthuse and develop staff
- Ability to make and implement difficult decisions
- Is a good role model in all teaching standards
- Knowledge of how to use data to monitor pupil progress
- Knowledge of assessment tools to monitor teaching and learning
- Ability to identify effective interventions to ensure pupils maintain good progress
- Ability to identify excellent classroom practice to enable teachers to improve,

All attributes are essential, unless indicated below as 'desirable'

How measured e.g. application form (A), interview (I)

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Systems and Process

- Experience of line managing staff
- Able to plan and allocate work effectively
- Recruits, retains and manages a range of school staff, in line with HR policies and procedures
- Experience of implementing changes to staffing structures
- Knowledge of health & safety regulations, and experience of managing H&S in a school environment
- Is aware and able to manage effective child protection policies and procedures
- Ability to deal with sensitive issues in a supportive and effective manner
- Holds people to account for what they have agreed to deliver
- Experience of working effectively with the governing body to fulfil statutory duties
- Able to provide appropriate performance data to parents, governors and academy improvement officers

The Self Improving School System

- Experience of building relationships with community groups, outside agencies and other schools which create innovative learning experiences for pupils
- Able to give examples of promoting the academy within the community
- Works with parents and carers to promote the value of education and improve pupil achievement

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## Personal Qualities

- Enthusiastic and optimistic personal behaviour clear moral purpose and a commitment to co-operative values & principles
- personal impact and presence
- creativity and imagination to anticipate and solve problems
- good judgement, commitment, reliability and integrity
- emotional intelligence and the ability to be resilient, robust and calm under pressure
- adaptability to changing circumstances and new ideas
- Identifies with the Sponsor, and is keen to maximise the opportunities that sponsorship presents
- Excellent communicator (listening, putting a message across): communicates with clarity, self-awareness & social perception
- Child centred
- Approachable and enjoys being highly visible to children and parents
- Self-motivated and able to motivate others
- Enjoys challenge
- Able to work to and meet deadlines

**Co-op Academies Trust**  
1 Angel Square, Manchester, M60 0AG

[www.coopacademies.co.uk](http://www.coopacademies.co.uk)

