



NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

Job Application Pack
Head Teacher

Salary: £85,000–£100,000+

Contract: Full-time/Permanent

Closing Date: Friday 20 October 2023

Start Date: January 2024

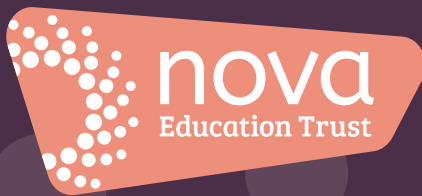




NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

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Welcome from the CEO

Dear Applicant,

Thank you for your interest in working at the heart of **Nova Education Trust**. I hope that you will find this pack useful and informative in helping you to find out more about our organisation and to complete your application.

Since 2011, Nova Education Trust has successfully supported schools of all phases to secure improved educational standards. Over the last two years, our organisation has undergone a significant transformation and is unrecognisable culturally, educationally, financially and in governance terms from the organisation it was pre-2021.

Educationally, we go from strength to strength. 96% of our academies are now judged by Ofsted as Good or Outstanding, compared to 47% that weren't when they joined us. Nova's MAT performance for Progress 8 and 5+ EM across all of the schools is currently ranked as one of the highest in the region. We are highly valued and respected by the DfE, the Local Authorities and other local trusts. This is testament to our brilliant pupils, staff and the communities that we serve. Our trust support and governance is strong and has been externally recognised as amongst the best in the sector and our organisation is financially stable. We understand and we believe that schools belong to their communities — the mission is the same, but the vision may look different in our range of contexts and settings.

We are committed to our vision, values, ambitions and principles, and we are determined to achieve our mission of creating transformational schools. We are looking for a talented and inspirational leader who is committed to transforming the lives of our learners, with the imagination, passion and experience to support and challenge us to even greater things in the service of our young people.

Nova Education Trust is an organisation that trusts and empowers its staff. Front and centre to this is our commitment to wellbeing and engagement because we believe in enabling people to be at their best. We

are changing the way we support people to grow and develop, through 'coaching, not telling' — we now have over 150 professionally-trained coaches in the organisation and we have plans to train all middle and senior leaders. We think it's essential that colleagues can access excellent professional development and progression pathways which suit their individual needs. We pledge to lead the way with Diversity, Equity and Inclusion in our organisation. We will introduce new and innovative ways to increase the diversity of our workforce and continue to strive for an inclusive culture in which people have a voice and can contribute, feel a sense of belonging and are able to be themselves.

It is such a pleasure and privilege to lead such a talented group of staff who are forever looking for new and innovative ways to make us even better, each and every day. I am so proud of what we have achieved so far but I know that we can do even better, despite the challenging educational landscape that we find ourselves in. We have a highly skilled, experienced, dynamic and diverse board. They are so supportive yet professionally challenging and there is a great synergy and trust between the board and the executive team.

If you have got a sense of humour, drive, energy and enthusiasm to make us even better then we'd love to hear from you. This is a fantastic opportunity to join a values-driven trust at an exciting stage in our development.

Further information can be found at novaeducationtrust.net/careers.

We look forward to receiving your application.

A. Rahman

Ashfaq Rahman

Chief Executive Officer
Nova Education Trust



Welcome from the Chair of Governors



NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

The NUSA Governing Body are delighted to invite applications for this exciting opportunity to lead our academy.

We welcome applications from experienced Head Teachers or senior leaders who meet our criteria and who have an unwavering passion for working with amazing young people.

NUSA is proud to be a member of Nova Education Trust, having received a 'Good' rating in our most recent Ofsted only back in May of this year.

This is a hugely exciting opportunity to continue our vision to becoming a transformational school that serves its local community.

We do hope that you are inspired by this opportunity and welcome you to apply.

If you would like to discuss the role in more detail, or arrange to visit NUSA, please reach out to Andy Seymour, Director of School Improvement, by email on aseymour@novaeducationtrust.net.

Michael Sanderson

Chair of Governors
Nottingham University Samworth Academy

About NUSA

Nottingham University Samworth Academy



NUSA is wonderful school community where pupils and staff are happy. The following quote from the recent Ofsted report captures what a warm and inviting place that it is:

"Pupils are proud and happy to be part of this inclusive school. The atmosphere is cheerful and friendly. Pupils feel safe. They have positive relationships with staff, who know them well and challenge them. Pupils also have respectful relationships with each other. One simply said, 'We all just get along.' The school expects everyone to work hard and be kind. Pupils understand this. They say staff are fair. They trust staff to address any disruption so that learning can continue. Pupils get 'green flags' when they go above and beyond expectations. This motivates them." Ofsted (May 2023)

Our aim is to ensure that all pupils reach their full potential. The recent examination results for the school demonstrate the excellent progress that the school has made in recent years. We however know that we can do even better for our pupils, to give them the very best life chances. Our staff are committed and driven to do all they can for our school community. We know and understand that school is more than just examination outcomes. We work hard to ensure that our pupils leave school as good citizens, are 'rounded and grounded' and who make positive contributions to society. The school celebrates diversity; our recent survey of pupils told us that pupils at NUSA feel safe, they enjoy the diverse communities in the school and say to us that they feel that they belong. We are really proud of this.

We listen to, and we invest in our staff to make them the very best that they can be. Staff tell us that they thoroughly enjoy being part of the team. There is a comprehensive professional development and growth plan for all staff.

The staff have built a strong partnership with the families and the community. They trust and support us to do the very best. We have an excellent governing body who work closely with the school and offer immense support and professional challenge.

NUSA is also really humbled to still be working closely with Nottingham University and the Samworth family who were the founding members.

Ethos

- We work hard and are kind
- We have high expectations of students and staff
- We believe every student can succeed
- We ensure barriers to learning are challenged and overcome
- We expect teaching to be well planned, varied and stimulating
- We believe learning should be active, focused and engaging
- We insist on high standards of behaviour at all times
- We will support students to engage in effective learning

Pastoral Care

At NUSA, we pride ourselves on the quality of support, care and guidance given to individual pupils. We operate a year system which is led by a Head of Year and supported by a group of Pastoral Support Managers who work alongside all year groups.

Our pastoral team is also made up of our attendance and safeguarding leaders who work together to ensure that pupils receive as much support as is needed to enable them to be successful in school.

Our pastoral system provides pupils with the care that they need whilst allowing them to nurture friendships and develop a strong sense of community. Mentors play an active role in ensuring that pupils are happy, well supported and fully engaged in school life. Mentors also serve as the first point of contact between school and home.

NUSA is a very caring community and the health, happiness and well-being of students underpins the overall ethos and philosophy.

Quality of Education at NUSA

At NUSA, we develop a clear and compelling curriculum intent that will transform the lives of young people. Our curriculum is broad and rich to allow all students to learn the cumulative knowledge, skills and cultural

capital they need to succeed in life.

We continually develop and cohere the curriculum in response to regular review of effectiveness and provide even greater depth and ambition than the National Curriculum, deliberately focusing on the needs of the students and their community.

We ensure the curriculum is successfully adapted, designed or developed to ambitiously meet the needs of all pupils, including those with SEND.

The curriculum is implemented so pupils' learning of it is secure, consistent and effective in all subjects. Effective home learning is integrated well within the curriculum and contributes to making learning more secure whilst complimenting learning in class.

Bespoke and effective CPL programmes allow all teachers to develop expert knowledge and highly-effective pedagogical skills and practice. Strategically build leadership capacity within Subject Leaders.

We command a carefully considered and robust literacy strategy for the school and ensure the curriculum is effectively learned so that all students, particularly disadvantaged students and those with SEND, achieve the best possible experience and outcomes.

We create a learning environment in which all pupils thrive and gain the knowledge, skills and qualifications to allow them to go on to destinations that meet their interests and aspirations.

Facilities

NUSA has an outstanding range of facilities to ensure every child and member of staff has the very best learning environment. We have extensive green space to support both our curriculum and enrichment programme alongside new computer suites and excellently equipped labs allowing us to offer many STEM enrichment opportunities. We understand the importance of getting the environment right for our students to learn within and continually commit to our facilities being synonymous with our amazing teaching and learning practice.

Enrichment

We offer a comprehensive programme of extra-curricular opportunities, enabling students to extend their learning beyond the classroom and providing them with further opportunity to learn new skills. A broad range of sporting, artistic and academic courses are available allowing students to fully explore and develop their potential.

Focused Provision Unit for the Deaf

We are proud to say that NUSA houses a Focused Provision Unit to support the needs of their deaf students.

The students in the Focused Provision Unit, or 'Deaf Base' as it is fondly referred to by the students, are very much part of the school community and join in with all aspects of school life.

Leadership and Culture

Our leaders place their values at the heart of everything they do and a compelling culture exists within the school. They are innovative and willing to share expertise, time and capacity to support the quality of experience for students. Ambition thrives within the school and the community, with all stakeholders working openly and collegially to provide a deeper, richer experience for all. Our staff eagerly invest in their personal and professional development and we are proud that staff well-being and professional development sits at the heart of all school planning and practices.

Our students are self-regulating and intrinsically motivated to become the best version of themselves. The school community is truly inclusive and self-generates a culture in which the contributions and achievements of all are valued and celebrated.





About Nova Education Trust

As a cross-phase Multi Academy Trust, we create compelling school cultures where all are motivated to aspire and grow.

We establish aspirational, purposeful, celebratory and inclusive learning cultures for pupils, staff and our wider community.

We are committed to excellence; we are confident about our future and determined to achieve our aims.

Our mission is to create transformational schools.

Our family is currently made up of 15 academies (five primaries, nine secondaries and one sixth form college). In 2019, we entered into a long-term support partnership with Madani Schools Federation in Leicester to work with their two schools. We are also excited to report that we are in the final stages of welcoming another school to our family in the coming weeks. The trust is growing and has plans to expand into other areas and regions in the very near future.

We also run a successful School Centred Initial Teacher Training (SCITT) programme making us a key player in the region by developing new teachers and providing training and development programmes for existing teachers and support/operational staff throughout their careers.

Our values

We work with **honesty, integrity, humility** and **professionalism**.

We **trust** and are **loyal** to each other — we demonstrate a selfless commitment in all that we do.

We **innovate** and **influence** — we create opportunities for sharing and learning, and we pioneer civic collaborations.

We all **learn** together in our **vibrant, creative, diverse** and **inclusive** family of schools.

We are highly **ambitious** — staff and learners believe through **kindness** and **hard work**, all can succeed and grow.

WORK
HARD

BE KIND

Our principles

Excellence: We will always aspire for excellence in all that we do by showing courage, heart, determination, hard work and discipline. We want excellence to become a habit.

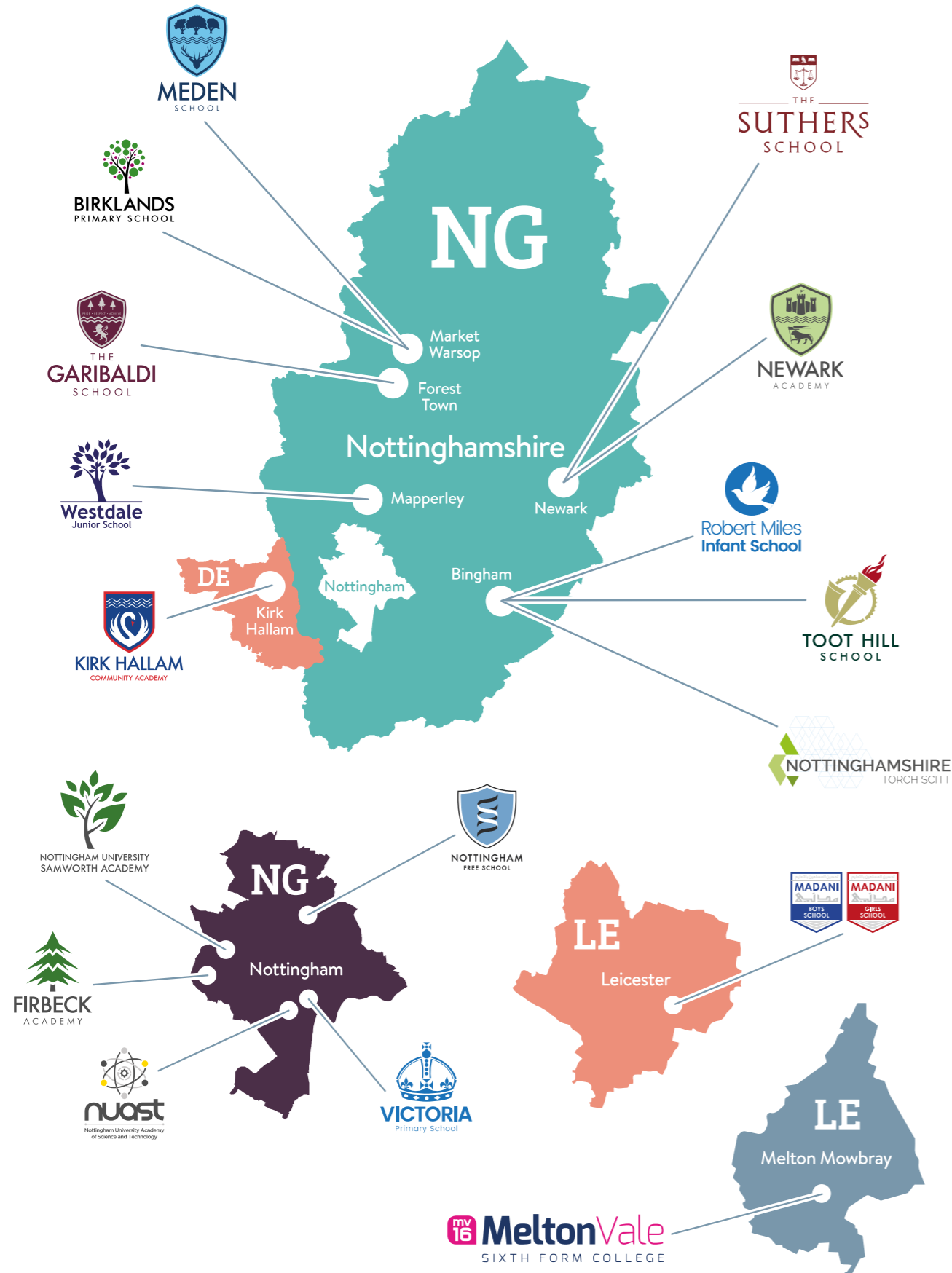
Partnership: By listening to our whole communities, opening conversations and providing opportunities for everyone's voice to be heard.

Expertly trained and professional staff: By investing in the professional development of all our staff so that they become experts in their professions.

Trust and empower all staff: By demanding that we act with honesty, integrity, clarity, rigour and simplicity in all that we do.

Focus on learning: An exceptional curriculum and highly effective pedagogy at the heart of all that we do, ensuring our strategy is evidence informed.

Our family



Our ambitions

We will deliver on our vision through delivery of actions against our three strategic ambitions which will drive us to deliver our mission of creating transformational schools.

Innovation

To develop all our schools so that they are vibrant, child-centred learning communities, committed to excellence. Supported by a digital strategy to enable the delivery of a remote/blended curriculum. With developed and coherent strategies in all core areas underpinned by pedagogical research methodology. An organisation that contributes to government policy and leads on sector improvement.

Civic engagement

To become the local trust of choice for pupils, parents and staff with high-quality teaching, a sector-leading employee package and parent partnership programme. Creating an EDI-rich culture where all members of society can feel, safe, happy and confident to be themselves. With embedded sustainable, and responsible approaches so that our community can play a part in a healthier future for our organisation, wider society and the planet.

Influence

To be recognised as an organisation that creates opportunities for our whole community through transformative education, research and engagement. To be a systems exemplar for pioneering civic collaborations that deliver educational, societal, employment, health and environmental benefits in our region.



How we will achieve our ambitions

Our community

Everything we do will have our people at the heart of decision making. Our pupils, our staff, and our parents — our Nova family.

Together we will work collectively towards our shared goals in an environment that facilitates and supports our people.

Research and discovery

We will engage, enable collaborations and provide an environment where great ideas flourish and prosper.

With growth enabled through coaching, joint practice development and continual professional development we will attract, develop and retain the best people.

Quality of education

By attracting, retaining and developing the best teachers we will inspire learners with challenging ideas, knowledge and wisdom, and help them develop the capabilities needed for an exciting and fulfilling future.

Our teachers will be supported to deliver the highest levels of student satisfaction, embracing digital opportunities and placing personalisation at the heart of what we do.

Social responsibility

We will make a difference on a local and national scale by engaging and working in partnership with other organisations – public, private and voluntary.

We will establish our organisation as a sector leader for social impact by engaging our communities in our work, embedding responsible processes and environmental sustainability in all our key activities.

Our enablers

People

Our leaders who create a safe and inclusive environment which supports the holistic health and security of our staff and pupils to achieve their potential.

Infrastructure

Using and developing our assets to enhance teaching, pupil, staff and wider community experiences.

Governance

Having a highly effective decision-making framework that ensures we are transparent in our processes, welcoming challenge, and debate we enable decision making at the right levels of the organisation.

Compliance

Meeting or exceeding expectations of our regulators in all respects.

Financial sustainability

Reducing wasteful expenditure so that we can fund ambitious investments to further core purpose.

Risk

Encouraging innovation whilst keeping our community safe in both the physical and virtual worlds.



Our central team

We employ a skilled cohort of colleagues to provide specialist support to our family of schools to enable them to be operationally sound and to provide capacity for them to focus on teaching and learning and leadership development.

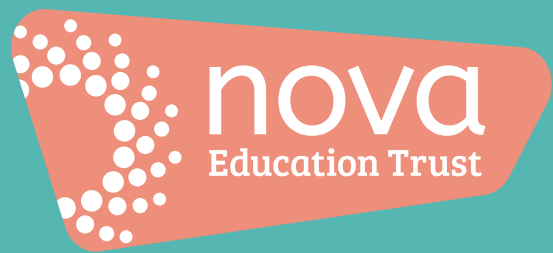
Our central team is based at the University of Nottingham Innovation Park (UNIP) on the Jubilee Campus as the central hub of all of our schools.

The Executive Leadership Team, with the CEO, meet weekly to support the development and improvement of the trust and deliver three Head Teacher training and briefing sessions as scheduled throughout the academic year.

We employ circa 40 colleagues across the **central team**.

We pride ourselves on our vibrant and dynamic team and foster a sense of collaboration and connectedness through our daily interactions, weekly briefings and our purposeful and deliberate Away Days.

We operate an informal hybrid model of working, which includes working on-site from the head office, school visits and remote working through our Dynamic Working Policy.



Supporting our staff

We offer an exciting, dynamic and collegiate workplace environment. It is our staff that make a difference to children's lives and so staff development and professional learning for both teaching and non-teaching roles are centre of our strategic planning to make this a certainty.

We believe our staff are the people that 'unlock' our children's potential and make a difference to the lives of children and young people every single day. We have a clear people and talent management strategy, and our overall aim is for all staff to feel that they truly belong to a transformational school and trust.

We commit to:

- **Putting your well-being front and centre**
- **Actively listening to you and recognise your contributions — big or small**
- **Developing you as a highly effective practitioner in the leadership of people — 'coaching, not telling'**
- **Investing in you and provide flexible and easy access to excellent professional development and progression pathways**
- **Providing you with the opportunity to network with talented colleagues from within and outside of the trust as part of our commitment to civic collaboration**

Staff benefits

All our staff have access to 'Nova Perks', an employee benefits system bring a range of fantastic benefits including:

- **Bike scheme**
- **Technology scheme**
- **Motorsave**
- **Lifestyle benefits**
- **Instant discounts**
- **Savings club**
- **Peer-to-peer**
- **Liftshare**
- **Car salary sacrifice**
- **Health cash plan**
- **Gym scheme**
- **Workplace ISAs**
- **Financial planning**
- **Healthy living resource module**
- **Financial education resource module**



In our commitment to continue to support employees to achieve a healthy work-life balance, Nova Education Trust offers employees the opportunity to take up to a maximum of one paid '**Nova Perk Day**' per academic year, in addition to the existing standard leave provisions in place. This can be taken for any chosen reason and does not need to have a defined purpose

Staff are entitled to a generous sick pay entitlement depending on their continuous service.

All staff are auto-enrolled into the relevant pension scheme. LGPS for support staff and Teachers Pension for teaching staff.

Job description

Post: Head Teacher

Department/Faculty: Trust Leadership Team

Responsible to: Executive Head Teacher

Purpose

To perform the duties of Head Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Head Teachers and Nova Education Trust's policies and procedures.

To provide professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success, the Head Teacher will:

- Provide vision and dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students.
- Inspire, challenge, motivate and empower all members of the school community to contribute to carry the school's mission, vision and values forward.
- Effectively manage and improve learning and teaching.
- Promote excellence, equality and high expectations of all students through an inclusive and ambitious curriculum.
- Cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- Manage the school's resources effectively and creatively.

Relevant qualifications

- Graduate with Qualified Teacher Status.
- Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH).

Key responsibilities

School culture

- 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.
- Collaborate with the Executive Head Teacher to ensure the school's ethos and strategic direction is in line with the values and vision of the trust.
- Ensure a culture of high staff professionalism.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.

School leadership and strategy development

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school, ensuring the trust's strategic direction, vision and values are reflected.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school and the trust.
- 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.

Teaching and learning

- 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 formative assessment.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every



class or group of pupils.

- Liaise with other leaders within the trust to secure creative, responsive and effective approaches to teaching and learning.

- Teach, as required.

Curriculum and assessment

- Develop and implement an innovative, comprehensive and appropriate curriculum to meet statutory requirements and have regard to the needs, experience, interests and aptitudes of our students, providing the opportunity for a rich and compelling education for all.
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- 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.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and well-being of pupils and staff by taking ultimate responsibility for safeguarding and promoting the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- 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.
- Promote an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them.
- Implement consistent, fair and respectful

approaches to managing behaviour.

- Ensure that adults within the school model and teach the behaviour of a good citizen.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

Management of staff and resources

- Lead, manage and develop staff members, including completion of the trust's Performance Development cycle.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members (e.g. Trade Unions).
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure staff, resources and finances are managed in line with the trust's policies and procedures.

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 research informed best practice.
- 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.
- Identify talent and play a mentoring role in

Find out more at:

www.nusa.org.uk

developing leadership across both the trust and the school.

- Participate in arrangements for the trust's Performance Development review of staff and review of their own professional development needs.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with education research.

Communication and working with others

- Consult and communicate with the executive team, governing body, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professional within beyond the school including relevant external agencies and bodies.
- Forge strong and constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works 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.
- Build and maintain excellent relationships with other schools in the trust, the LGB and the trust central team and Board of Trustees.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- 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 in one with trust policies and procedures.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Ethics and professional conduct

- Uphold and demonstrate the Seven Principles of Public Life at all times — selflessness, integrity, objectivity, accountability, openness, honesty and

leadership.

- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British values, including 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 or pupils' vulnerability or which might lead pupils to break the law.
- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.

General

- To be aware of, and comply with, trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer and Local Governing Body.
- This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Person specification



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Graduate with Qualified Teacher Status Good Honours degree 	<ul style="list-style-type: none"> Higher professional qualification NPQH application or intention
Experience	<ul style="list-style-type: none"> Experience of successful secondary school(s) senior leadership Experience of having secured ongoing student progress through own teaching Evidence of leadership preparation through Continuous Professional Development Experience of motivating, inspiring and leading a dedicated and highly professional staff Experience of safeguarding and promoting the welfare and well-being of all students Experience of school strategic development planning and self-evaluation Experience of raising standards in learning and teaching and improving outcomes for students Experience of effective management of people and financial resources 	<ul style="list-style-type: none"> Experience of Ofsted inspections Experience of launching initiatives and seeing them through successfully Experience in more than one school Experience of the effective development of assessment strategies
Skills and knowledge	<ul style="list-style-type: none"> Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school 	<ul style="list-style-type: none"> Evidence of significant strategic impact Evidence of successful change management Evidence of both supporting and challenging students and colleagues to raise standards

	<ul style="list-style-type: none"> Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on students' attainment Ability to delegate appropriately and to empower others Ability to develop and maintain effective relationships with the Chair of Governors and Local Governing Body to ensure effective governance and successful implementation of the governors' responsibilities Awareness of the difference between management and leadership 	
Personal qualities	<ul style="list-style-type: none"> Having vision and ambition with the ability to implement it strategically Evidence of sound leadership qualities Ability to empower all students and staff to contribute to the vision and ambition in order to achieve their full potential High levels of emotional intelligence Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners. Ambitious for the school and all the students in it Self-motivated and a 'self-starter' High expectations of themselves and others Presence with staff, students and parents/carers 	<ul style="list-style-type: none"> Committed to continuously learn and develop in terms of leadership theory and practice

Application details



Application forms

These can be accessed from the school website www.nusa.org.uk. Wherever possible, please provide email addresses for your referees.

How to apply

Candidates should apply for this role through our website at novaeducationtrust.net/careers. Wherever possible, please provide email addresses for your referees.

Click on the 'Apply' button and follow the instructions to upload Nova's application form and complete the online equal opportunities monitoring form*.

**The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application. Please complete as part of the application process.*

The closing date for applications is **Friday 20 October 2023**.

Interview

Interviews will take place **w/c 23 October**. If you have not heard from us within two weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Nottingham University Samworth Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior consent.

Child Protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Board (NSCB).



NOTTINGHAM UNIVERSITY SAMWORTH ACADEMY

Address:

Bramhall Road
Bilborough
Nottingham
NG8 4HY

Contact details:

0115 859 2040
info@nusa.org.uk

Director of School Improvement:

Andy Seymour

BA (Hons), PGCE, NPQH, NPQEL

Chief Executive Officer:

Ashfaq Rahman

BSc (Hons), PGDip, PGCE, NPQH, NLE



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