



GREATER MANCHESTER ACADEMIES TRUST

Recruitment Pack - Trust Primary Headteacher: Pupil Support



With you...for you...about you...



Greater Manchester Academies Trust | Recruitment Pack

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EXECUTIVE PRINCIPAL'S MESSAGE

Dear Applicant,

Welcome to Greater Manchester Academies Trust (GMAT) and thank you for your interest in the post of Trust Primary Headteacher: Pupil Support. This is a vitally important role to the Trust and the successful applicant will have a real chance to make a significant difference to the lives of the young people we serve.

Greater Manchester Academies Trust (GMAT) is a small, local trust with big ambitions for our families. Both our schools are situated in north Manchester.

We're looking for a primary leader with successful experience as a headteacher or head of school and specialist knowledge of safeguarding to join our trust team as we look to grow.

This role is for a trust headteacher, which means that you will work at the level of a headteacher, and be part of our trust leadership group; but you may not undertake a substantive headship of a school immediately.

The post holder will work across our trust schools, with a particular focus on safeguarding and pupil support. In addition to this, they will further enable the growth of our trust by being deployable to provide interim leadership to other schools, and MCPA in the event of the headteacher being deployed elsewhere.

We believe that:

- All schools are unique, their identity should not be compromised by being in a MAT. Nor should curriculums be changed just for the sake of 'alignment' - what works in one school will not automatically work in another.

- Headteachers and local governors are key to the school's success; our role as a trust is to support and

enable them. We know that autonomy is important to strong leaders. We also know that headship can be an all-consuming and lonely role, so we work with heads to reduce the burden on them, allowing them to keep children the main focus.

- Decisions about schools shouldn't be made by people who don't know them; schools joining GMAT can nominate a trustee to the trust board, local governors can sit on trust committees and Headteachers join the trust's Executive team.

- We are responsible for and transparent with public money; we operate a very cost-efficient 'central team' to ensure that our headteachers have as much money as possible to use on their schools, children and families.

- Schools in a trust should be near enough to each other to be able to work together, access shared staff and resources - without monopolising the school options in an area.

- We are stronger together; shared resources, expertise, reduced costs and leadership links help to improve all of our schools. We won't use any one school as a model of success, we genuinely believe in the power of collaboration.

- Our size is a positive; all schools and headteachers have a real voice and make a trust-level contribution. We think this is highly valuable, so it's not our ambition to out-grow this model.

Our trust has operated as 2 great schools, plus a research school and teacher training partnerships for a number of years, and having provided interim leadership support for a number of local LA schools, we feel that now is the time to grow in collaboration with local schools who share our vision. We are actively looking for new partner schools to join us on our mission to improve the life chances of families across North Manchester.

We know that schools may want to join in order to access the financial benefits of being an academy, and the central service support, but we are also keen to bring in schools who can make us better and stronger as a trust. We see these new partner schools as our 'foundation' schools, on which we will build together.

Our primary headteacher is currently also providing interim executive headship to two other local schools on a temporary basis, as well as acting as a lead inspector for Ofsted and supporting schools (in the trust and beyond) with their improvement. This work is important for our trust as it helps us to make a positive difference in the locality, but it does mean that much of our primary support capacity is being used-up.

The Trust Primary Headteacher is an exciting new role which has been created to support the trust's ambition for growth and add to capacity at a headship level. This will mean that as well as strengthening our existing schools, we are better positioned to work with schools who may want to join us, including through providing interim leadership secondments and support.

We are specifically seeking a leader with primary headship experience, in a demographic similar to ours, with a specialism in safeguarding.

Thank you for taking the time to read through this recruitment pack. If you would like further information, please contact hr@mca.manchester.sch.uk.

Yours faithfully

John Rowlands
Executive Principal



ABOUT US

The Greater Manchester Academies Trust (GMAT) was formed in 2016. It currently supports 2 academies, Manchester Communication Academy (MCA) and Manchester Communication Primary Academy (MCPA) In 2019, MCA was awarded National Research School status.

GMAT serves an area of significant social disadvantage and all of our staff believe in delivering deep social impact with the aim of supporting transformational change for our students, their family and our community.

Our strategy is aimed at our students and community and our promise that through employing excellent staff, helping to deliver a deep social impact and a curriculum that inspires, our children will be prepared for a future unknown.

Their story is unwritten, their future untold, they will succeed.

Manchester Communication Academy

Manchester Communication Academy opened in September 2010 and currently has 1188 students, the highest number since opening. Progress outcomes have a four-year trend of average or above average (2016-2019) Progress 8. The most recent OFSTED inspection reviewed MCA as Good in all areas with an outstanding judgement for personal wellbeing (April 2019).

Manchester Communication Primary Academy

Manchester Communication Primary Academy opened in a new building in September 2015 and currently has over 429 children. Due to Covid-19 we currently have no progress data to share with you. MCPA was inspected by OFSTED in September 2017 and was judged Good in all areas.

Manchester Communication Research School

The Research Schools Network is a partnership between the Education Endowment Fund (EEF) and the Department for Education. There are 32 Research Schools that provide school-led support for the use of evidence to improve teaching practice. Manchester Communication Academy was awarded Research School status in 2019, the only school in the northwest to achieve this. Our role includes sharing and disseminating the very best of evidence-based practice to schools and teachers across the northwest whilst supporting schools and Teaching Schools in the region. We are the only Research School in Manchester and have developed a network of research practitioners across Greater Manchester to develop our capacity for delivery.

GMAT Families and Community/ Social Investment

We are very proud that we have a dedicated team who assists our families and the local community. The core aim of the Social Investment Department is to mitigate the impact of disadvantage on our students, their families and the wider community. Some of the examples of programmes we provide are The Bread & Butter Thing, The family zone, Hidden homeless campaign, Adult learning programme, Once upon a Time.



The investment in staff training and development is a real benefit to all members of staff. The allocated time and trained teacher educators means that training leads to developments in practice. This, alongside the high quality pastoral care for students and the relationships with families means that staff know that they are part of a community that believes in the possibility of breaking the link between household income and educational outcomes. MCA is filled with kind, caring, funny, committed, compassionate, brilliant people. It is a place where learning is valued and celebrated at all levels.

Susie Fraser ,

OUR VISION

To provide high quality teaching & learning through a supportive framework for academic success which engages local communities, mitigates the effects of disadvantage and positively impacts social mobility

Our ambition is to provide the highest quality education for children and young people in the urban context of Manchester. We believe passionately in the power of an excellent education to transform lives and futures and feel that we can build on our social investment activities, local knowledge, community relationships and strong partnerships to make this happen. We seek to be the place of first choice for children to learn and staff to work. Through an extensive challenging curriculum and best practice in teaching and learning, informed by research and the experiences of our staff, we will enhance children's life chances by maximising their educational outcomes. The Trust's ability to look and work cross phase will enable us to become a centre of excellence in transition. We will invest in families, develop strong curriculum and pedagogy to ensure enhanced progression in children's learning from the early years to school learning age.

We will embrace the opportunity to take responsibility for a child's education throughout their whole school life, providing them with the best opportunity for a successful future.

OUR VALUES

- We are committed to excellence, supporting the ambitions of young people and their families
- We work in partnership with our local community and local schools to improve life chances for all
- We aim to deliver transformational deep social impact
- We are **trustworthy, helpful** and **straightforward** whilst **inspiring** others and demonstrating **heart**



Trustworthy



Helpful



Straightforward



Inspiring



Heart

"As someone who has had the pleasure of working in both MCA and MCPA, I know first hand the opportunities which working for GMAT can bring. Lots of schools and organisations talk about talent management, but are constrained by traditional leadership structures with little room for movement. This can result in ambitious colleagues 'waiting' for internal vacancies to open up, or having to look elsewhere. My experience of professional growth in GMAT has been quite different, with opportunities to lead, branch-out into new areas and improve my practice never being short. Every step of the way, leaders have trusted and invested in me. The result being that now I am in a position to do the same for my colleagues."

Alex Reed,
Headteacher of MCPA





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WHY WORK FOR US?

GMAT is proud that we can offer a number of incentives for our employees. Our workforce is the beating heart of our trust. We feel it is essential that we take care of our employees and are always looking at ways to expand on this. Please see below for more details

Holidays and Flexi-day

All staff are entitled to one extra days holiday (flexi day) per academic year after completing a 6-month probation. Also, we offer 25 days holiday for all-year-round staff. Pro-rata holidays for term-time staff. We also offer 8 bank holidays for all staff

Cycle to Work Scheme

GMAT is a registered employer of the Cyclescheme which is the UK's most popular Cycle to Work benefit, providing staff members with the opportunity to purchase a bike of their choice, tax-free and national insurance. Staff can save 25-39% of the cost of a new bike and accessories whilst also spreading the cost. Payments are deducted via payroll over a term of 12 months.

Car Scheme

Like Cycle to Work, you can offset some of your salary in exchange for a brand new car. We are partnered with Tusker to be able to provide this to our staff.

Each of the cars comes complete with insurance, servicing, maintenance and repairs, road tax and breakdown assistance included. All you need to do is add fuel/electricity and top up any vehicle fluids listed in your vehicle handbook. *subject to approval and financial background checks*

Christmas Payroll Saving Scheme

We offer staff the ability to put some money aside through staff payroll each month, this is then repaid before Christmas.

Pension

Support Staff are automatically enrolled into the Local Government Pension Scheme, Teaching Staff are automatically enrolled into the Teacher Pension Scheme. This is a defined benefit scheme with individual contributions being free of income tax and national insurance. Staff may opt out of the pension scheme at any time.

Employee Assistance Programme

Our Employee Assistance Programme (EAP) is a package of emotional and practical support that provides a range of counselling options, a dedicated coaching service for line managers, financial, legal and practical support and access to online health and wellbeing resources. This free service is confidential and can be used to support staff with any personal or work-related issues that may be affecting their wellbeing.

Free On Site Gym

Staff are able to use our on-site gym which is based at MCA either early morning pre 8am or after 4pm free of charge

Free On Site Car Park

Staff are able to receive a car pass to allow secure car parking

Electric Vehicle Charging Points

We have 2 EV charging points located in the MCA's car park available to all staff.

Weekly CPD Opportunities

All staff have access to a 1 hour weekly CPD session held on a Friday. We believe that through CPD we can help our employees stay at the cutting edge within their respective fields

LEADING, TEACHING AND SUPPORT STAFF

At GMAT, you will find an organisation that is passionate about its vision of providing the highest quality education for children and young people.

You will find an organisation that has responsive and supportive leaders who allow you to fulfil your role to the best of your ability. We have high ambitions for all and we provide excellent opportunities for your leadership development, we put the welfare of our workforce at the core of everything we do.



Leading at GMAT

Senior and middle leaders play a critical role in developing and implementing all strategic and operational decisions both at cross-school and whole-school level. As a key role model in the school, leaders must demonstrate collective responsibility, be at the operational sharp edge of change and effectively manage staff. The school leadership team is critical to the success of an academy.

At GMAT, we are looking for leaders who:

- Believe passionately in the potential of each of our children, young people and staff.
- Care deeply about the wellbeing of our children and our workforce.
- Inspire others through their integrity, work ethic and sense of mission.
- Have the highest expectations of themselves and others.
- Are articulate, well-organised and knowledgeable.



Teaching at GMAT

Teachers hold a special and unique place in society. They are critical guardians of the prosperity of a nation. A great teacher has the ability to inspire, excite and motivate pupils to achieve their full potential. They can and do make a huge difference, giving every child the opportunity to go as far as their talent and their hard work will allow.

At GMAT, we are looking for teachers who:

- Believe passionately in the potential of each of our children and young people.
- Care deeply about the wellbeing of our children and our workforce.
- Inspire others through their integrity, work ethic and sense of mission.
- Have the highest expectations of themselves and others.
- Are really passionate and knowledgeable about teaching and their subject.





LEADING, TEACHING AND SUPPORT STAFF

Support at GMAT

The support team play such an important role in our success. Our schools education, pastoral, family support and central service teams work together to deliver high quality learning environments, provide excellent community facilities and will find any solution in support of our community.

All our schools have a dedicated team of support staff who are committed to delivering outstanding outcomes for our pupils, working with our teachers and leaders to provide the highest standards of education and ensuring our schools are well managed.

Across GMAT, our support roles include:

Learning support

Our learning support staff work alongside teachers to enhance our pupils' learning experience. Providing group and one-to-one support to address barriers to learning, our teaching assistants and learning coaches are vital to the delivery of our ambitious, knowledge-rich curriculum.

Specialist and technical support

Our specialist and technical staff deliver effective curriculum support, making sure lessons are safe and resourced effectively.

Pupil support and welfare

Our pupil support team works with pupils and their families to ensure every child actively participates in learning and reaches their full potential. Staff work in and out of school to enhance attendance and behaviour and provide pastoral support to those experiencing disadvantage or difficulty.

Central Services

Our Central Services team provides essential back-office services for the whole trust. Business staff are responsible for providing financial, HR and general administrative support, whilst examinations officers and data managers support the administration and management of examinations. Together, all play a crucial role in the day-to-day life of a school, keeping everything running as smoothly as possible.

Estates and facilities

Our site supervisors, cleaners and catering team take responsibility for the maintenance and security of our school estate and the provision of essential facilities and services, creating a safe and healthy learning environment where our pupils can flourish.

Community and Family Support

Our community and family support team are dedicated professionals providing outstanding support to our families and local community. We all need help and support from time to time and across our teams we will always do what we can to support our communities.



JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Trust Primary Headteacher: Pupil Support
Salary	L14 - L20
Reporting To	Headteacher - MCPA/Primary Education Director

JOB PURPOSE

To provide additional headteacher-level leadership to GMAT through:

- Being deployable to schools who may join the trust, on an interim or seconded basis, either as support or in an interim headship/executive headship capacity.
- Adding capacity to the MCPA senior leadership team.
- Having executive over-sight of the provision for disadvantaged and susceptible to risk children across the trust
- Owning the trust transition strategy, working with leaders in our schools and beyond to achieve this.
- Supporting the development of MCA's Y7 transition centre (due to open Sept 25) in bringing together the best of primary and secondary practice and pedagogy.

JOB DESCRIPTION

Trust leader:

- To act as a member of the trust leadership team, alongside the headteachers of the trust schools, contributing to and developing trust-wide policy and practice.
- To formulate trust and school policies for child protection, safeguarding, CLA, prevent, whistleblowing and medical support, working in collaboration with the school's DSLs and SLTs.
- To provide supervision, support and challenge to the school's DSLs and senior leaders responsible for SEND and pupil premium, maintaining oversight of the outcomes for these pupils.
- To have oversight of the designated teachers for CLA in all trust schools, providing support, challenge and policy.
- To sit on the trust's health and safety committee as a key strategic partner.
- To have strategic oversight of medical provision in all trust schools, ensuring that school leaders have clear and robust systems and processes in place.
- To have strategic responsibility for the GMAT transition strategy, working with leaders in trust schools to ensure that it is successfully implemented and evaluated.
- To support the development of MCA's Y7 transition centre as required by the headteacher.
- To provide support to school leaders in the management of complaints and disciplinary processes.
- To regularly and robustly quality assure safeguarding provision in all trust schools, including the curriculum, SCR and CPOMs
- To provide safeguarding reporting to the trust board

- To ensure that all trust schools have appropriate representation of the protected characteristics in the curriculum and school environments.
- To standardise and quality assure the safeguarding induction process for new staff and volunteers across the trust.
- To be a key leader in the trust's staff well-being strategy, acting as a mental health first aider.

System leader:

- To provide interim leadership support to schools, this may be as interim head, supporting a school-based leader who is 'acting up' in the head's absence, or with specific projects.
- To provide school to school support in the area of safeguarding.
- To make an active contribution to the leadership of local networks, including the GMAT family zone.
- To provide support and training to trainees and ECTs, particularly in relation to safeguarding.
- Contribute to the Manchester Communication Research School offer through delivering primary-based training.

School leader (MCPA):

- To provide additional operational and strategic leadership capacity to MCPA, acting as a key member of the senior team.
- To contribute to the formation and achievement of the academy's development plan.
- To contribute to the appraisal process, providing support and challenge to colleagues and upholding high standards.

This job description will be reviewed in the event of secondment to a school for interim support, to ensure that it is achievable and realistic in the time given.

PERSON SPECIFICATION

	Selection Criteria (Essential)	Selection criteria (Desirable)	How to be Assessed
Education & Qualifications	<ul style="list-style-type: none"> - Degree - Qualified teacher status - NPQH (or a commitment to completing) - DSL qualification (may not be current) 	<ul style="list-style-type: none"> - MHFA certificate - NASEN - Other leadership qualifications 	AF, C
Experience	<ul style="list-style-type: none"> - Experience of successful primary headship (or head of school role) in a disadvantaged context - Experience as a successful teacher across the primary age range - Experience working as a DSL in a complex context 	<ul style="list-style-type: none"> - Experience of secondary or middle school teaching, leadership or governance - Experience of interim or school to school support 	AF, T, I, C
Skills & Abilities	<ul style="list-style-type: none"> - Ability to form positive relationships with parents and families. - Ability to provide support and challenge to colleagues and leaders. - Ability to develop positive and trusting relationships with other schools. - Ability to handle complex processes such as complaints and disciplinaries. 		AF, T, I, C
Knowledge	<ul style="list-style-type: none"> - A developing understanding of child development and learning - A commitment to and knowledge of community cohesion and social inclusion - A knowledge of and commitment to safeguarding processes. 	<ul style="list-style-type: none"> - Knowledge of effective practice in transition between primary and secondary 	AF, T, I, C

Work Circumstances	<ul style="list-style-type: none"> - Enhanced DBS Check for a Regulated Activity - Equivalent of 10 day continued professional development - Deployment across various schools 		
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AF – application form, T – test, I – interview, C – certificate

N.B. – Any candidate with a disability who meets the essential criteria will be guaranteed an interview

We welcome the opportunity to discuss your application or answer any question's you have. Please contact hr@mca.manchester.sch.uk for further information





CONTACT DETAILS

Location	Silchester Drive, Harpurhey, Manchester, M40 8NT
Phone	0161 202 0161
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	@gmacademies

We believe passionately in the power of an excellent education to transform lives and provide new opportunities for young people.





Website: www.gmacademiestrust.com

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