

Brymore
experience to last a lifetime

**Headteacher - Brymore Academy
Applicant Information Pack**

The vision that we have for our Trust is one in which ‘Every Child Achieves’ and as such we work tirelessly to ensure that we know each child, that they are well taught and have access to great facilities and opportunities to develop academically and personally. We are in the relentless pursuit excellence within a culture of no barriers and no excuses to achievement. Every child in our care will be supported and challenged to be highly successful and will be incredibly well prepared for the next stage in their lifelong journey of learning.

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Welcome from Peter Elliott, Trust Leader



Dear applicant,

Thank you for your interest in the position of Headteacher at Brymore Academy. The information provided here, and on our Trust Website [Bridgwater & Taunton College Trust - Home \(bridgwatercollegetrust.org.uk\)](https://bridgwatercollegetrust.org.uk) is intended to provide you with an introduction to who we are as an organisation, our values and ambitions for children. I am excited to be able to offer the opportunity to

apply for this role and thank you in advance for the time and care you will put into the application process.

We are a high-trust organisation where colleagues care for each other, work as one team and where we base our decisions on what is right for children. Our Trust includes children ranging from 6 months old to 19-Year-old adults. This means that whilst we value your technical and system knowledge, we are open to applicants coming from all educational settings and experiences. Moreover, we welcome applications from individuals who have an excellent knowledge of school improvement, understand great pedagogy and practice, and have experience of leading others to be better than they thought they could be.

The position of Headteacher at Brymore Academy is a role like no other and the post holder will have the privilege of leading a truly unique school that is part of its local community. It is a demanding role but one with the potential to drive results and better the lives of children in Somerset.

We are looking to appoint a colleague who will work closely with me as Trust Leader. You will be given a broad and diverse remit that encompasses secondary education (including land-based studies), boarding and a working farm. You will be able to act with a high degree of autonomy based on excellent thinking and decision making. You must be a great collaborator; someone who can listen actively to others and take them on the journey. You will be adept at challenging our thinking and how we work - we want to develop and grow as an organisation that learns and strives for better, not just repeat ourselves year after year. Most importantly you need to make sure your personal beliefs and values align with those of our organisation. You should care deeply about all children, believe deeply in social mobility and the power of education to unlock great futures and lead with kindness first. Candidates with big egos, aspirations to build empires or who take themselves too seriously need not apply.

We would love to hear from you even if you feel you don't entirely meet the full person specification as you will be bright, willing to learn and committed to your own personal growth.

If you would like to talk informally about the role, our team and our organisation please do get in touch with me at Peter.Elliott@btc-trust.org and we can arrange a time to talk.

Message to applicants from Mark Thomas, Headteacher at Brymore Academy

Brymore is a school like no other. To get a flavour of our unique success, I would advise you to visit the school's facebook page. The level of support from parents, staff, students and Old Brymorians is unlike any I have encountered in my career. So much so, you will hear many refer to this as 'the Brymore family'.

It is hard to define what makes this school such a pleasure to lead. In part, the secret is in the legacy. Opened in 1952 as one of the first Technical Schools, on the site of a stately home in a beautiful setting on the edge of the Quantocks, the first headmaster captured the essence of its mission in the school motto 'Diligentia et labore' - hard work and diligence. Brymore students are taught to throw themselves into every opportunity the school offers, from running the 'Chads Hill run' once a week, to taking ownership of the farm, the gardens and the workshops, learning to lead others as Heads of Department or members of the Student Senior Leadership Team. They are taught to live by the 3 Rs - resilience, responsibility and resourcefulness - and these are not just words but actions expected of them every day.

If you trawl through the archives of The Brymore Spur - the school magazine which began in 1956 and continues to this day, you will get a sense of how the boys themselves built the school - literally. They cleared the barbed wire and Nissan huts left behind after the war, dug the plots in the Walled Gardens so that each boy could learn to grow his own food, built the forge and foundry so that subsequent boys could specialise in Blacksmithing, added an annexe to the Workshops and even built the first school swimming pool. Together with staff, they expanded the school farm from one goat to the impressive undertaking it is today, where each boy completes Farm duties in Yr9 - learning to milk the cows, feed the chickens, the pigs and the sheep, showcasing their efforts in an impressive annual Open Day in June, where on average 4,500 visitors attend the school's Country Fair, bringing stallholders, students and the general public together. What sets this day apart is that like so much of the school - it is run by the boys.



Whilst the Brymore curriculum offers students the opportunity to specialise in Agriculture and Horticulture, this is by no means all that's on offer and many will choose an academic pathway instead. Through inspired teaching, our students are stretched in all areas, encouraged to be aspirational and reminded that they are expected to work hard. Our staff are the most loyal, dedicated, caring and supportive body I have ever worked with. They work tirelessly to bring out the best in their students and as a result, Brymore students make exceptional progress. Our P8 score for 2023 is set to place us in the top 8% nationally, with the majority of students making beyond expected progress from their starting points, gaining in some cases more than three grades higher than national expectations. This is a testament to our holistic approach to education, where effort, not attainment is rewarded and where as much emphasis is put on taking

part in Friday afternoon activities - whether that's hill walking, using the mountain bike track (which the boys built themselves), training on the rugby pitch or chess club, as on their academic work. We believe that students benefit from as much exposure to a range of experiences as possible, building their cultural capital through theatre and museum trips and a plethora of after school clubs. In any given week you will find more than 60 activities on offer after school and our co-curricular programme plays a large part in fostering student autonomy and happiness.

As a boarding school, with 40% of students living on site, we have the unique advantage of being able to shape students' values beyond what is possible in a daytime setting. If your aim is to make a difference to students' life chances - then this school is for you. 'Once a Brymore Boy always a Brymore boy.' The pride and loyalty each student has for their school is evident in any discussion had with visitors and it is a privilege to hear them talk animatedly about their experiences. Those who spend time in the school are often blown away by how articulate, confident, polite and well-mannered our students are. Many of our students return to the school for Open Day and Pym's Night and remain active members of the Old Brymorians.

As Headteacher of Brymore, I have witnessed a transformation in the last 14 years. The school has gone from strength to strength, moving from the lowest achieving school in the area to the highest and now the most oversubscribed in Somerset - with three applicants for every place. It has been an honour to work with a dynamic and talented leadership team, who are now looking forward to working with my successor and continuing to innovate and drive the school forward, whilst maintaining the traditions that make the school unique. Thanks to its relatively small size, it is possible to have a big impact quickly and in leading the school, you will find yourself supported by all stakeholders in a way that makes being the Headteacher of Brymore a pleasure and a privilege.

Brymore is at an exciting time in its development. With excellent results, a forward-looking staff and a supportive Trust, there is now a fantastic opportunity to take the school forward. I hope I have given you some insight into what makes this school such a fantastic place to lead. If you are passionate, driven and determined to make a difference, you will find no school more rewarding than Brymore.

I hope you have seen something that ignites your interest and I wish you the best of luck in your future endeavours.



Brymore Academy

Brymore Academy is a state-funded, secondary school for boys with boarding facilities, a working farm and a truly inclusive ethos. It is also the most heavily over-subscribed school in Somerset.

Brymore is an academy that focuses on excellence and where academic success is achieved through small class sizes, a practical curriculum, outstanding facilities and an emphasis on traditional values.

Our academy provides a well-rounded and varied education, through a curated curriculum and an



extensive range of extra-curricular activities including horticulture, blacksmithing and land-based studies.

Students also benefit from a 110-acre farm, extensive horticulture facilities including a one acre walled garden (where each student can have their own plot) and glasshouses, a foundry and forge, excellent workshop facilities, an outdoor swimming pool, use of a golf course and driving range, a gym and a mountain bike track.

All of this is set in fifteen acres of countryside, bordering on the Quantock Hills. Land based provision at the nearby Cannington campus of Bridgwater and Taunton College, also provides pupils excellent opportunities to use state of the art facilities to support their education and progression pathways onto post 16 education.

Students often achieve higher academically than they would elsewhere, however we pride ourselves on the development of our students holistically.

We develop a sense of responsibility within our students by expecting them to get involved in the running of the school; through early morning and evening farm duties, maintenance of the beds, borders and grounds, and by assisting with key events throughout the year. *'Diligentia et labore'* ('Hard work with diligence') sums up the 'Brymore way'.

We want our students to end their time at Brymore with self-esteem, a sense of belonging and life purpose as well as academic attainment. The ethos at Brymore instils and rewards hard work, manners and respect so that employers, members of the public and parents alike positively remark "You can always recognise a Brymore boy". This is why we say that Brymore truly does offer 'an experience to last a lifetime' and our students are prepared for life beyond Brymore.

It is not often that an opportunity to work in a school such as Brymore becomes available; there are no other schools like it. We thank you for your interest in this role and the time you will take to complete an application. Further information about Brymore Academy is available on the academy website:

[Brymore Academy - Experience to last a lifetime](#)



The History of the BTC Trust



The Bridgwater and Taunton College Trust (BTC Trust) formed in 2012 with the creation of the Bridgwater College Academy and support from our sponsor, Bridgwater and Taunton College. This new and innovative ‘all-through’ Academy drove school improvement through a radical redesign of education in the heart of the Sydenham estate, Bridgwater. A community that had been failed by poor educational provision over generations. The BTC Trust took three previously ‘inadequate’ schools and created a ‘Good’

(Ofsted 2016/2019) all through school - with the secondary being graded as Good for the first time since Ofsted began. Now, ten years later, with multiple schools and 4500 students, the BTC Trust is an engine room for school improvement within and beyond our own family of schools. Working across a diverse range of communities, and across all ages and phases of education, our central School Improvement Team have a strong track record of working alongside school leaders, teachers, and colleagues to bring about transformational change through co-constructed approaches to school improvement as well as working with highly successful schools that wish to be part of our journey. The BTC Trust has no ‘lead’ school in our group. We are one entity that recognises and acknowledges that all of our schools have areas of outstanding and exceptional practice—that they must share with others willingly. They also all have areas that need to improve and which we can develop by pooling our expertise and talents collectively. As such, all schools and colleagues can reasonably be expected to contribute to and receive support from each other. Together we have the skills, knowledge, expertise and wisdom to develop continuous school improvement in all settings. The role of the Trust is to facilitate inter-school learning, to share our capacity and expertise and to challenge our assumptions about how good we can be. It is to find and understand best practice amongst our colleagues, grow and nurture talent and leadership which results in us providing a first-class experience for young people to go on and lead successful and sustainable lives.

Every Child Achieves.

We exist with one single legal and moral purpose—to advance education for public benefit. As such we are a group of likeminded schools working in collaboration as one entity to improve and maintain high educational standards within and beyond our own schools. Our core purpose is to ensure that Every Child Achieves.

Our Trust Vision



Ambitious



Collaborative



Inclusive

A values driven Trust

Since the outset of the Trust we have recognised that our duty of care extends to all children, not just those who attend our schools. We see the system as a whole and that we have a contribution to make for all children. It is also why, since the beginning, everything we have produced we have given away to all schools for free. Whereas some MATs will seek to generate additional revenue by charging schools, we take a wider view of ourselves working as public servants for public benefit. Whether this is a piece of software enabling schools to calculate their internal progress data, or 15 hours a week of live interactive tutoring across Key Stages 2-4 the philosophy of our Trust is based on collaboration, sharing, supporting and challenging each other to be the best that we can be. Any individual wishing to join the BTCT in the future will have to be committed to these principles of collaborative working, sharing and learning recognising that no school is an island working in isolation of other civic partners.

This means we are a group of likeminded schools working in collaboration as one entity to improve and maintain high educational standards within and beyond our own schools. Our core purpose is to ensure that **Every Child Achieves**.

At the BTC Trust we believe that every child can thrive and be successful at school. We know that the results of our actions positively impact on the life chances of all children.

We care deeply about ensuring we provide a safe, nurturing environment that enables children to develop a strong sense of self, community and an advanced understanding of their responsibilities to themselves and others.

At the BTC Trust we promise to provide rich and diverse opportunities that will stretch individuals, raise their aspirations and broaden their horizons. We work tirelessly and with an unconditional positive regard to prepare children to be ready for the next stage in their life and personal growth.

Benefits of working for our Trust

The BTC Trust takes the responsibility of employing around 850 colleagues seriously and has worked hard to develop effective employee/employer relationships through a series of policies designed to enhance terms and conditions of employment which has resulted in high levels of retention in our schools.

These policies include:

- All staff have access to our employee Rewards Gateway. This gateway provides discounts on day to day purchasing—for example 6% off supermarket shopping as well as on significant one off purchases like insurance/energy/phone contracts.
- We have published a commitment to all teaching staff where we have set out 50 strategies for reducing teacher workload.
- We have embraced flexible working. We allow staff to work from home where possible, we support requests for part-time working. This includes senior colleagues.
- We have made a universal offer for any member of staff to complete a suitable developmental apprenticeship.
- We have a 24 hour a day Employee Assistance Programme and Wellbeing Centre to support any colleague with their wellbeing. This includes a free legal advice line.
- We have introduced a Leadership Qualities Framework that sets out the leadership qualities, skills and traits that we expect to see across all levels of our organisation. This enables those with aspirations for advancement to recognise and develop the skills that they need for the future.
- We have scrapped traditional 'Performance Management' for teachers. We have developed our own 'Growing Great Teachers' and 'Growing Great People' frameworks for staff professional development. These schemes encourage staff to reflect on their own performance and set ambitious growth goals with support from their line manager and colleagues to achieve these.
- Professional coaching is available to any colleague within the Trust.
- Mental Health First Aiders at every site.

What impact does this have?

- *We have a lower than sector average rate of staff turnover*
- *Most importantly, over 96% of our staff tell us that they would recommend working for us to a loved one.*



Headteacher - Brymore Academy
Grade: Off Scale
Allowances: N/A
Accommodation: Available on site

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are **ambitious, collaborative and inclusive**.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

Core Purpose

This role is accountable for leadership of the Senior Leadership Team at Brymore Academy. The core purpose of the role is to lead the strategic development of the Academy to ensure that it continually aspires to the highest standards.

Through the wider Academy team and in partnership with the Trust Leadership Team, this role is responsible for setting and delivering against the key strategic objectives of the Academy.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

Strategic Leadership

- Responsible for leading the development of the Academy Development Plan, ensuring that it is evidence based, future focused and contains measurable outcomes which are clearly owned.
- Ensure that processes and metrics for evaluating the performance of the Academy effectively are in place and processes for horizon scanning are effective and result in improvements in student outcomes.
- Build and maintain positive, respectful and sustainable relationships with staff, students, partners, parents and the wider community
- Support the Local Governing Body and the Trust Board in shaping, securing and translating the vision for the Academy into agreed objectives which are acted upon effectively by all.
- Champion the vision and values of the Trust and the Academy, ensuring that this is understood and lived by staff, students and parents
- Review and monitor progress of school improvement plans and self-evaluation forms, providing necessary challenge in order to achieve a sustained focus on the strategic objectives
- Embed a culture of accountability and continuous improvement to encourage innovation and shared problem solving.
- Motivate and work with others to promote a positive culture that promotes personal excellence, equality and high expectations of all members of the Academy.

Academy Management

- Maintain strategic oversight and direction over boarding and farming activities at the academy, ensuring that operations are efficient and

effective, run within the boundaries of relevant legislation and directly contribute to the wellbeing and attainment of students

- Effective and efficient management of budget and resources, ensuring that spending of public money is responsible and directly linked to achieving outcomes
- Develop, retain and motivate a high-performing Academy team through effective professional development and performance management; fully utilising the Growing Great Teachers and Growing Great People frameworks
- Monitor staff wellbeing and workload and implement strategies to promote a healthy working environment
- Working in partnership with colleagues across the Trust to ensure the operational smooth day to day running of the Academy.
- Ensure clear areas of responsibility are set for senior and middle leadership colleagues and that they are held to account for the performance of their teams.
- Support with developing and implementing Trust-wide policies
- Establish clear and open lines of communication and communication mechanisms with all stakeholders so that understanding of key issues and events is shared by all
- Ensure the trust effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Work successfully with other schools and Trusts
- Maintain effective relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- To lead and develop community outreach activities at the Academy including volunteer support networks and promotional events.

Teaching and learning

- Hold teaching staff accountable for their performance and provide effective support and professional challenge to help them secure best outcomes for pupils
- Develop and implement a broad and balanced curriculum that meets the relevant statutory requirements
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Have ambitious expectations for all pupils, including those with special educational needs (SEN) and disabilities, and promote an inclusive culture that enables all pupils to access the curriculum
- Establish curriculum leadership, including developing subject leaders with relevant expertise and access to professional networks and communities
- Promote a culture that encourages collaboration, where best practice is shared in order to secure the best outcomes for pupils

- Ensure valid, reliable and proportionate approaches are used to assess pupils' knowledge and understanding of the curriculum
- Ensure that students in the Academy make great progress in their learning regardless of their starting point.
- Provide a productive learning environment which is engaging and fulfilling for all the young people.

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<p>Bachelor's Degree</p> <p>Qualified Teacher Status</p> <p>Substantial continued professional development in relevant management areas</p> <p>Experience of working and delivering results at a senior leadership level.</p> <p>Evidence of raising achievement and standards.</p> <p>Excellent classroom teaching skills and knowledge of current best practice in teaching.</p> <p>Successful leadership of diverse teams.</p> <p>Significant whole school responsibility.</p> <p>Successful experience of developing, planning and implementing change programmes.</p> <p>Experience of developing intrinsic student motivation.</p>	<p>NPQH (achieved or in progress)</p> <p>Master's degree or higher professional qualification.</p> <p>Leadership, line management and professional development of staff.</p> <p>Experience of promoting school activities within a community.</p> <p>Leadership of a secondary school with boarding facilities.</p> <p>Experience of working within an Academy setting.</p>

<p>Knowledge/Skills</p>	<p>Ability to engage, motivate and inspire others.</p> <p>Ability to use data to set targets and track student progress.</p> <p>ICT skills to manage the requirements of the post with confidence.</p> <p>Excellent knowledge and understanding of Every Child Matters priorities.</p> <p>Excellent knowledge and understanding of diversity and equality requirements.</p> <p>A clear vision and understanding of current educational developments.</p> <p>Awareness of the way in which developing technologies can impact upon teaching, learning, leadership and management</p> <p>Success in fostering parental support for students' learning, attendance and behaviour.</p> <p>Strong business acumen and operational management skills.</p>	<p>Operational management experience in a rural or farm setting.</p>
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