

Application Pack & Job Description
Headteacher



Brookvale Groby Learning Campus

Welcome from the Chair of Trustees



Dear Prospective Applicant,

Thank you for expressing an interest in the role of Headteacher at Brookvale Groby Learning Campus. This is an exciting time to join our campus and we look forward to working with a new Headteacher who will share our ambitious vision, "Valuing Everyone, Achieving Excellence".

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019. Our founding schools were Brookvale High School, an 'outstanding' 11-14 high school, and Groby Community College a 14-19 upper school graded as 'good with outstanding features'. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provision.

During this period of change we have maintained excellent standards, continued to foster strong parental engagement and developed our committed and valued staff. This has also provided the opportunity to further advance our already strong, challenging curriculum alongside our sensible teaching and learning policies and practices. I believe the opportunity to lead our school during this next phase presents a brilliant opportunity for a Headteacher who is passionate about education and creating an outstanding environment and experience for our school community.

Our students enjoy and value their experience at Groby, our Head Students have articulated this beautifully in their attached letter. They are the embodiment of our vision and I think this is particularly evident in this quote from their letter: "We are excited to meet you in person and work alongside you to improve what is already a thriving school and workplace. We also hope that your arrival to our school will be comfortable and seamless."

As our new Headteacher you will build on current good practice and also bring a fresh perspective to continue our drive forward. The new Headteacher will maintain and extend links beyond the school while leading and developing our enthusiastic staff team.

As a Board of Trustees you can be assured that we are very dedicated to the school and highly supportive of our leadership team and staff. We believe that leading a successful school is a team effort and the school has benefited immensely from supportive families and the local community.

If you have the professional skills and determination to lead a thriving academic community then we would be delighted to hear from you. We would positively encourage candidates to visit the campus in order that they may better understand our ethos. We have two open campus opportunities planned – one on the afternoon of 3 October and the second on the morning of 4 October. If you would like to take advantage of this, please contact Tracey Malsbury, Headteacher's PA, on tmalsbury@brookvalegroby.com.

I would like to thank you again for your interest in the post and I look forward to receiving your application.

Yours faithfully



Helen Stockill
Chair of Trustees

Welcome from students



Dear Prospective Headteacher,

Firstly, allow us to welcome you to the Brookvale Groby Learning Campus. We wish you the very best of luck in your application to the role of Headteacher. It is a role like no other, and one that we are sure you will be very happy in. On this campus we have a vision of valuing everyone and achieving excellence in all areas, including student behaviour and attitude to learning. We would like to take this opportunity to welcome you, whilst also feeling it appropriate to introduce ourselves, and our roles as Head Students.

My name is Kiera McCourt and I have been a student at BGLC for over six years. During my time here I have developed strong relationships and life skills due to the positive attitudes of staff and the incredible teaching which I have experienced from the start of year 7 through to year 12. My role is to organise and take responsibility for fundraising and charity events which everybody attending this campus can get involved in. I have new and exciting ideas about how we can fundraise, not only as a school but also as a community, which I hope you will value as strongly as myself. I am a firm believer in developing a strong ethos.

My name is Maisie Perkins and my focus is Student Mental Health, Wellbeing and Support. I came to this campus in order to do my GCSEs and was immediately enthralled by the Arts and Design facilities. To me this is a vital part of any school and community and something I strongly believe is as important as the STEM subjects which are so often prioritised. I am an avid performer and a budding designer myself and can often be found in the drama studio or textiles room turning my ideas into reality. By focusing on student mental health, wellbeing and support I aim to provide help and stability to all pupils and aim to put measures in place to aid any student who is struggling.

My name is Simran Kaur and my role as Head Student focuses on Student Voice and Community which means ensuring students' concerns are acted upon. It is very important to me that students on campus feel their voices are recognised. I've been a student here since Year 7 and I've seen the campus and the students that attend it change over the years into what and who they are now. It is safe to say that being a part of such a strong willed school community has benefitted me and all the other students that have attended. The values we hold here have helped shape each individual into the great hardworking people they are today.

At Brookvale Groby, we truly believe in our vision of 'Valuing Everyone, Achieving Excellence'. To us, this means trying our hardest in all aspects of school life. It means valuing others but also valuing ourselves. To all the students at BGLC, it has a collective meaning of being a community and pushing ourselves to be the best we can be, but also supporting each other in our endeavours; the vision echoes our combined efforts to be the best that we can be, both academically and personally. For staff, the vision means doing their best for students - providing quality teaching and building relationships with the pupils. Staff know our pupils well and encourage them to strive both in and out of school and in return, students treat our staff with respect.

We are so fortunate to have a diverse community of students ranging between the ages of 11-18, coming from multiple backgrounds and faiths. This allows our students to understand and appreciate different cultures and social situations, preparing them for the wider world, which continues to grow more diversely each day.

We are sure that being Headteacher at BGLC will be a great experience and we are excited to work alongside the successful applicant to improve what is already a thriving school and workplace.

Yours faithfully,

Kiera McCourt, Maisie Perkins and Simran Kaur
Head Students at Brookvale Groby Learning Campus

Our Vision, Values and Ethos

Brookvale Groby Learning Campus is a highly successful 11-19 school meeting the educational needs of over 1500 students, with over 300 of those enrolled in our Post 16 provision.

*We have a strong ethos of **valuing everyone** and **achieving excellence** for all. We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence the motto we use on a daily basis with our young people is to **work hard, be kind** which we feel symbolises the culture we aim to create on campus.*

The shared vision and values of the Trust underpins all that we do.

Our Vision

Valuing Everyone, Achieving Excellence

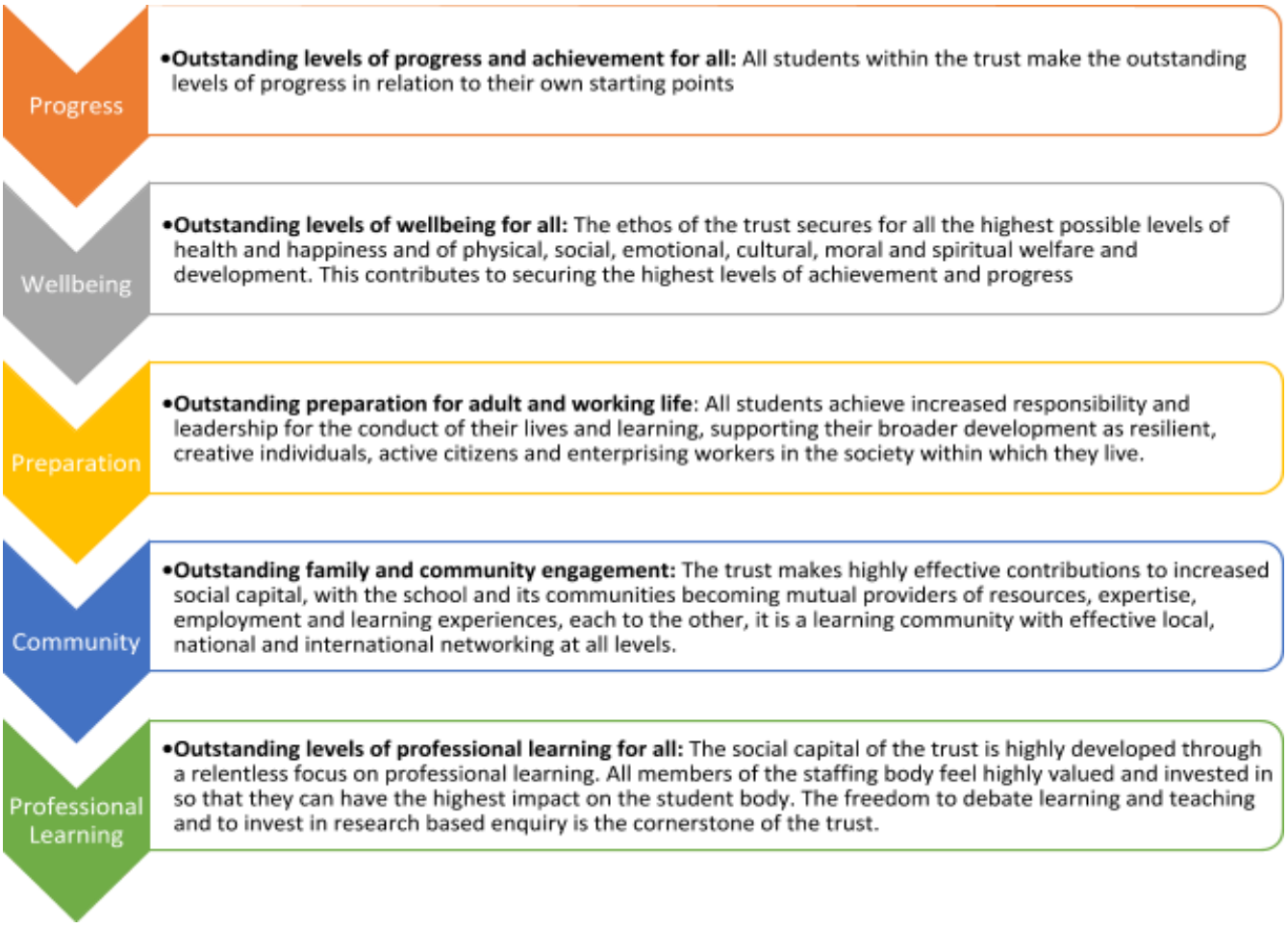
Our Motto

Work Hard, Be Kind

Our goals

The goals of our trust:

- **Outstanding levels of progress and achievement for all**
- **Outstanding levels of wellbeing for all**
- **Outstanding preparation for adult and working life**
- **Outstanding family and community engagement**
- **Outstanding levels of professional learning for all**



How to apply

Method of application:

- Complete the BGLC application form
- Provide a letter of application (addressed to Helen Stockill, Chair of Trustees)

    - A maximum of two sides of A4 (font size no smaller than 11)
    - Your letter should show how you meet the criteria within the person specification and how your educational vision could contribute to the future of the campus.

Closing date for applications: Monday 21st October 2019 at 12.00pm (noon)

Applicants are welcome to visit the campus on the afternoon of Thursday 3 October or the morning of Friday 4 October. Appointments can be made with Tracey Malsbury, PA to Headteacher/SLT on tmalsbury@brookvalegroby.com.

Shortlisting will be undertaken on 25th October with interviews held over two days on **5th and 6th November 2019.**

Although we will endeavour to contact unsuccessful applicants if you do not hear from us before these dates then please assume that your application has been unsuccessful on this occasion.

A letter will be sent to shortlisted candidates with details of the interview process.

Application forms and letter of application should be returned to tmalsbury@brookvalegroby.com

We look forward to hearing from you.

The Brookvale Groby Learning Campus is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.

Job Description
Headteacher

Grade: Leadership Scale L33-39

Responsible to: Board of Trustees

Responsible for: All teaching and support staff

This job description is based upon the National Standards of Excellence for Headteachers and this preamble is taken from the standards setting a context for this job description.

"Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievement of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and students' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of students. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools."

The Core purpose of this role is:
To provide professional leadership and management of the campus that will promote a secure foundation from which to achieve high standards in all areas of campus work.

To achieve success, the Headteacher will work with the Trustees and other key stakeholders to:

1. Provide vision, leadership and direction
2. Effectively lead curriculum, teaching and learning
3. Promote excellence, equality and high expectations of all students
4. Deploy resources to achieve trust's aims
5. Evaluate campus performance and identify priorities for continuous improvement
6. Carry out day-to-day management, organisation and administration
7. Secure the commitment of the wider community
8. Create a safe and productive learning environment that is engaging and fulfilling for all students

KEY RESPONSIBILITIES: *(taken from National Standards of Excellence for Headteachers - January 2015)*

Strategic Leadership

- Work with Trustees and key stakeholders to ensure that the campus vision is clearly articulated, shared, understood and ensure that the education and interests of our students are at the centre of everything we do at on campus
- Lead by example, provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of our campus
- Gain commitment to the need for improvement, creating an environment of high expectations, creativity and aspiration
- Ensure strategic plans identify targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing rapid school improvement.
- Critically evaluate the school's performance and ensure performance targets are achieved including those in vulnerable groups.
- Work with political and financial astuteness to plan for the future needs
- Establish collaborative and open relationships with all stakeholders
- Ensure that a high quality, holistic educational experience is available for all staff and students
- Maintain the inclusive nature of the campus

High quality Learning and Teaching

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Ensure the school engages the learner through creating effective, interesting and relevant teaching and learning with well-qualified and creative teachers and support staff.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- Promote an educational culture of 'open classrooms' as a basis for sharing best practice and create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Support the agreement of a curriculum policy with the Governing Body and through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.
- Ensure that effective and appropriate pastoral support is available to students and secure approaches to behaviour that are based on the best restorative practices.

Systems, self-improvement and wider engagement

- Within the national educational agenda, ensure campus priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment and achievement.
- Secure robust self-evaluation and quality assurance procedures.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with underperformance
- Work with other academies and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Inspire and influence others - within and beyond the campus - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Ensure that systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour on campus and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Board of Trustees to understand its role and deliver its functions effectively – in particular its functions to set strategy and hold the headteacher to account for pupil, staff and financial performance.
- Distribute leadership throughout the organisation, developing teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Engage with the local community to raise the profile of the campus.

The Headteacher will carry out his/her professional duties in accordance with and subject to, the National Conditions of Employment for Headteachers and Education and Employment legislation.

The Headteacher is accountable to the Board of Trustees for the standards achieved and the conduct, management and administration of the campus, subject to any policies that the DfE may make.

Person Specification
Headteacher

Criteria	Essential	Desirable	Evidence
Qualifications	• Honours degree • Teaching qualification (QTS) • Evidence of recent and relevant training and development at headship level and/or in preparation for headship.	• Higher qualification in education and/or NPQH and/or management	• Application form • Certificates
Experience	• Substantial experience with a record of excellent teaching in more than one school. • Substantial and successful experience in a senior leadership role e.g. as a Headteacher, Interim Headteacher or Deputy/Assistant Headteacher. • Proven track record of contributing to sustained school improvement	• Experience of leading an outstanding school • Curriculum and pastoral experience at senior management level • Experience of senior leadership in a school with a sixth form	• Application form • Letter of application • Selection process • References
Personal qualities & attributes	• High professional standards and a track record of leading by example • Dynamic and motivational • Well-developed interpersonal and communication skills (including written, oral and presentation skills) • Empathy, humility and humour • Ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities		• Letter of application • Selection process • References
Shaping the future	• Ability to communicate vision confidently, clearly and passionately • Sound knowledge and understanding of the wider educational policy environment • Understanding of the statutory and legal framework governing the operation of a Trust	• Evidence of contribution to system leadership • Proven track record of change management	• Letter of application • Selection process • References
Leading learning & teaching	• Commitment to a research evidence approach and secure knowledge of developments in		• Letter of application • Selection process • References

	curriculum, pedagogy and technologies • Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for ALL students. • Successful experience of positive behaviour management and development of a student focused, inclusive and effective learning environment		
Developing self and working with others	• Capability to make and take decisions and delegate appropriately • Commitment to the encouragement, empowerment and training of staff • Capacity to build on and manage high performance teams		• Letter of application • Selection process • References
Leading and managing the organisation	• Full commitment to working alongside an effective Trust Board and understanding and meeting the needs of the governance structure • Commitment to promoting the values and ethos of the Trust • Evidence of whole school self-evaluation and effective school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Capacity to undertake effective strategic financial and resource management to ensure efficiency and value for money • Evidence of working with parents and the community as partners in learning.	• Experience of developing business links • Evidence of working in partnership with other schools to secure school improvement	• Letter of application • Selection process • References
Specific Other requirements	• Knowledge of and a commitment to safeguarding, child protection and promoting the welfare of young people • A personal commitment to inclusion and diversity		• Letter of application • Selection process • References

Living in Leicestershire

Living in Leicestershire puts medieval market towns, a cosmopolitan city and miles of rolling countryside on your doorstep.

Leicester is a city in the East Midlands and lies on the River Soar as well as being very close to the eastern end of the National Forest.

A multicultural city, Leicester prides itself on the diversity of festivals and events, boasting the largest Diwali celebrations outside of India.

Sporting ties to the city are strong, with Leicester being home to Leicester City Football Club, Leicester Tigers Rugby Club, county cricket club Leicestershire Foxes, and the basketball team Leicester Riders.

The city also has a rich culture of arts and entertainment. The Curve Theatre has a wide ranging programme including premieres that eventually end up in London's West End theatres. The newly refurbished Haymarket Theatre and The Little Theatre also provide a regular season of amateur dramatics.

De Montfort Hall is a music and performance venue that hosts a varied programme to suit all tastes throughout the year.

More recently history also plays a big part in attracting visitors. The reinterment of King Richard III in 2015 in Leicester Cathedral created worldwide interest and millions of visitors have made Leicester a hot tourist destination.

Groby

Our Campus can be found in the village of Groby which is located in North West Leicestershire less than 5 miles from the city centre. Groby, which is pronounced grooby, is famous for its historical links to two English Queens: nine-day monarch Lady Jane Grey and Elizabeth Woodville, who was married to Edward IV.

The village centre is a hub of amenities for local residents and includes a range of shops and services, ranging from hairdressers to supermarkets, and is more than adequate to fulfil most daily needs.

One of the area's most famous features is Groby Pool, which is said to be Leicestershire's biggest natural stretch of open water.



With a population of approximately 6,800 Groby has three highly successful primary schools: Lady Jane Grey, Elizabeth Woodville and Martinshaw Primary Schools. These along with our neighbouring primary schools in Kirby Muxloe, Newtown Linford, Ratby and Glenfield form our Enrich Partnership.

Location

With excellent transport links our location allows easy access onto the A46 and M1. Access by train is equally as easy, the campus is only 20 minutes from Leicester's railway station, with its regular services to London, Nottingham, Derby and Sheffield, as well as local services. East Midlands and Birmingham Airport are also within easy reach.