

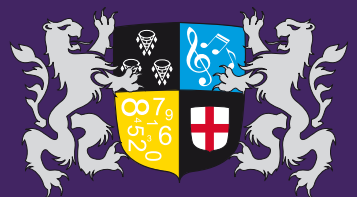


PRINCIPAL

RECRUITMENT PACK

Proud to be part of
THE
Fallibroome
TRUST

THE
WINSFORD
ACADEMY
DREAM LEARN TRUST SUCCEED





P.W. RUBERY
CHIEF EXECUTIVE OFFICER

WELCOME TO THE WINSFORD ACADEMY

WELCOME FROM THE FALLIBROOME TRUST CEO

Dear Candidate

Thank you for your interest in the post of Principal at The Winsford Academy.

I am delighted to present the Academy and the Fallibroome Trust as an opportunity to progress your career and make a real difference to a community with huge potential.

Three years ago, Ofsted judged the school to be Good, giving us the opportunity to build a reputation for quality that has resulted in oversubscription for places in Year 7. We have many advantages, including an impressive new building and an ambition to become a hub for the Fallibroome Trust's National Teaching School agenda. The Academy is a focal point for the economic and cultural regeneration of Winsford and you will find a deeply committed community that will respond enthusiastically to the opportunities your leadership will bring.

You will have the opportunity to contribute to a multi-million pound investment in a sporting complex that will include a world-class football facility, hotel and

alternative provision. The Academy is the education partner for the project and the current Principal is a Director. This exciting development will have a profound impact on our KS4 curriculum offer and create motivational career pathways for our students.

Our students are keen to learn and proud of their school and have an impressive commitment to community and extra-curricular projects. Our outcome trends are improving but variable over time. We serve some of the most disadvantaged and some of the most affluent wards in Cheshire West but our growing EBacc profile and recent Oxbridge success confirms our belief that all children can succeed. When compared to similar schools our outcomes are commendable.

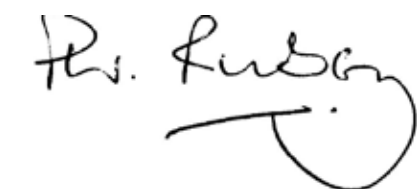
The Fallibroome Trust and Teaching School has a national reputation for excellence and will provide you with first-class business support and unique professional development opportunities. My role as CEO is to support each Academy, hold the Heads to account and create opportunities for best practice to be shared so our students and staff can reach their potential. Winsford makes a strong contribution to our school improvement agenda with several staff

accredited as Specialist Leaders of Education and contracted to support other schools.

We are very well connected, for instance we are a pathfinder Trust for the Whole Education network and a lead Trust in the Arts Mark network. Such partnerships bring opportunities to achieve our aim of becoming 'world-class' and bring an exciting international dimension to our work.

We welcome applications from candidates who are keen to develop their career in a Multi-Academy Trust context. Please do take the opportunity to meet with us to fully appreciate the potential for our community to become something quite special.

With kind regards.
Yours sincerely





SCHOOL INFORMATION

Based in Winsford, Cheshire, the Winsford Academy is an 11 to 16 co-educational comprehensive school recruiting from a number of local primary schools. It was established in September 2010 when two predecessor schools, Verdin High School and Woodford Lodge High School were amalgamated.

In September 2013, the Academy moved into a new £20 million purpose built school which includes 60 classrooms with flexible learning spaces; a 400-seat theatre in the Performing Arts Centre; Learning Resource Centre; sports facilities; science labs; drama and dance studios; music rehearsal rooms; media suites; art studios and technology workshops.

The socio-economic context of the school places it in the 5th quintile for SEND, FSM and profile on entry but the intake profile is changing with numbers on roll growing to a consistent 210 in KS3. A positive shift in social capital is noticeable in KS3, reflecting the significant housing developments in Winsford and the confidence of the community. Our outcomes are improving, with students demonstrating progress from their starting points.

CURRICULUM

Subjects include syllabuses for Key Stage 3 and Key Stage 4

- English
- Mathematics
- Science (Science, Biology, Physics and Chemistry)
- Performing Arts (Drama, Music and Dance)
- ICT & Business (ICT, Computing and Business Studies)
- Humanities (Geography, History, Leisure & Tourism and Religious Education)
- Physical Education
- Modern Foreign Languages
- Health Studies (Food Studies, Health & Social Care and Hospitality & Catering)
- Design & Technology (Art, Photography and Product Design)

PARTNERSHIPS

- Winsford Education Partnership
 - University of Chester
 - Rugby Football Foundation
 - Microsoft IT Academy (ITA)
 - Vale Royal School Sport Partnership
 - The Hive
 - Camps International
- Weaver Vale Housing Trust
 - National Teacher Enquiry Network (NTEN)
 - Curious Minds (Arts Mark)
 - Whole Education
 - The Poverty Truth Commision
 - Warrington Vale Royal College
 - CFC Knight's Grange Sports Complex



FACILITIES

The Winsford Academy is committed to creating a space which serves the whole community, before and after the traditional school day and at weekends.

The interior comprises a large and spacious central corridor with glass-fronted classrooms on either side. Open spaces, balconies and a ‘cafe culture’ canteen have been created. The Academy’s approach to outdoor learning will eventually see a garden, orchard, allotment and natural habitat zones. The school space includes: - a 400-seat studio theatre with open stage, raked, retractable seating and full audio visual capability; dance studio with wooden sprung floor; gymnasium; five-court sports hall including basketball court, five badminton courts, cricket nets, and a five-a-side football court; a large field with 5 football pitches, 6 tennis courts, a rugby pitch and a running track. An impressive 4G floodlit football facility was open in 2018. This provides a first class facility for the school and community and generates significant lettings income.



GOVERNING BODY

The revitalised Governing Body and its Committees are effective and forward looking, committed to providing high quality education in an aspirational learning environment. The LGB and its committees meet three times per half-term and convene as ad hoc Committees dealing with a wide range of Academy Business, and are a regular presence in the Academy.

Name	Role	Committee
Peter Rubery	MAT Representative	All by rotation
Joanne Watkins	Chair of Governors	Resources, Curriculum and Standards
Amanda Harrison	Principal	Resources, Curriculum and Standards
Paul Thornber	Fallibroome Academy Trust	Resources (Chairman of Committee)
Michael Fox	Community Governor	Curriculum and Standards
John Stenstrom	Community Governor	Resources
Stephen Broadley	Community Governor	Standards and Curriculum (Chairman of Committee)
Julie Maloney	Community Governor	Standards and Curriculum (SEN & Safeguarding Governor)
Nichola Newton	Community Governor	Standards



MISSION STATEMENT

It is our core purpose to provide life changing educational experiences and opportunities that allow all children, no matter their starting point or personal circumstances, to experience learning success. We will achieve this by creating the conditions for personal growth for all members of our community. This will include a combination of high expectations, high quality professional development, care for the individual and innovative approaches to curriculum design and pedagogy



MULTI-ACADEMY TRUST

The Fallibroome Trust is a ten school not-for-profit cross phase multi-academy trust established in September 2014 for the purpose of supporting school improvement and contributing to the concept of system leadership.

The Trust has grown organically to three secondary and seven primary schools based in Cheshire. All of our schools are judged by Ofsted to be good or outstanding.

The Trust operates from its headquarters in Macclesfield, Cheshire where the School improvement and Business Support teams are based.

A Trustee Board is responsible for the strategic direction of the Trust and accountable for the outcomes of the ten schools. The Board meets termly to receive reports from the CEO and the Chairs of Governors of the ten schools. Operational accountability is delegated to the Governing Bodies of the ten schools, meeting termly to receive reports from statutory sub-committees.

To find out more about the Fallibroome Trust, please visit the website at: www.fallibroometrust.com/about/



TRUST VALUES

TRUST

We trust in our own ability and our potential to make a difference. We trust in the professional ability of our colleagues. We trust in the ability of our students – knowing that they can and will succeed if we create the right conditions for their success.

RESPECT

We respect and value our staff, encourage and support their development and reward their performance. We respect the thoughts, feelings and ambitions of every member of our community. We respect the differences of others and promote equality, understanding and tolerance.

OPTIMISM

We are optimistic about the future and what it holds for ourselves, our schools, our colleagues and our students. It is through this optimism that we are resilient and persevere to achieve success in everything that we do. We expect all members of our community to demonstrate these values in their interactions with colleagues, parents and students and in their service to the Trust.



JOB DESCRIPTION

STRATEGIC PURPOSE

The post holder will be responsible for driving sustainable and measureable improvements in the standards and performance of the school in: strategic leadership; operational management; teaching and learning; pupil outcomes; personal development; behaviour; welfare; school ethos and learning culture.

VISION AND VALUES

To model the Trust's values of Trust, Respect and Optimism and secure the Trust's vision of creating the conditions for all our students to succeed.

KEY RESPONSIBILITIES:

STRATEGIC LEADERSHIP

- Accountable for leading and delivering sustained improvement of outcomes for all pupils.
- Work with the senior leadership team, the CEO and the local governing body to develop, deliver and monitor a robust improvement plan with a clear vision for the school - taking it from 'good' to 'outstanding'.
- Put management systems in place, in line with the Trust's school improvement framework, to secure rigorous lines of accountability for pupil

- outcomes.
- Ensure that senior and middle leaders are developed in line with the Trust's expectations and guidelines.
- Ensure that rigorous line management systems are in place and operating effectively throughout the school.
- Motivate and enable all staff to carry out their roles to the highest standard through robust line management and high quality professional development based on assessment of needs and identified through the performance management process.
- Ensure that comprehensive and systematic programmes of high quality professional development are in place
- Contribute to system leadership, school to school support and the wider work of the Trust.

TEACHING AND LEARNING

- Drive and secure consistently high standards of teaching, learning and assessment in all subject areas and in all year groups.
- Ensure monitoring and evaluation systems are used to hold senior leaders and subject leaders to account for pupil progress.
- Build on the culture of learning and transparency

- in lesson observation, work scrutiny and pupil voice, underpinned by rigorous monitoring so that all teachers know what constitutes good and outstanding teaching.
- Ensure all teachers develop and improve their practice through full engagement in professional learning communities.
- Ensure that the progress of any pupil or group of pupils vulnerable to under-achievement is closely monitored and interventions are put in place when required.
- Put in place a curriculum which is consistent with the Trust's expectations and OFSTED framework and which meets statutory requirements and local needs.

RAISING ASPIRATION AND ATTAINMENT

- Lead, model and promote an ethos of aspiration and achievement for all pupils in the school.
- Create an environment of challenge, support and high expectations in order to raise standards and improve the quality of teaching.
- Ensure that robust assessment data analysis is used to set challenging targets.
- Ensure that all members of the school community feel valued as individuals,

FINANCIAL MANAGEMENT

- Ensure that the school's budget is used effectively to maximise its impact on the achievement of the best possible outcomes for pupils.
- Ensure budgetary controls are effective and expenditure is managed effectively.
- Agree and publicise how the school spends its Pupil Premium funding to promote the achievement of disadvantaged pupils.

RELATIONSHIPS AND PARTNERSHIPS

- Establish collaborative and open relationships with all stakeholders.
- Proactively and effectively engage with feeder primary schools to secure pupil numbers and build on relationships in the local community.
- Promote strong relationships and effective working arrangements with the Trust, governors, staff, parents and pupils.
- Develop appropriate partnerships with a range of organisations to support outcomes for pupils.
- Work positively with other schools within the Trust and in the local area to improve outcomes and professional practice.
- Take a lead role in the development of a world class football facility with our partners including the Football Association and Cheshire West & Chester



PERSON SPECIFICATION

QUALIFICATIONS

- Graduate with Qualified Teacher Status.
- N.P.Q.H. (Desirable)
- LLE status. (Desirable)
- Evidence of continued commitment to own professional development.
- Masters level qualification. (Desirable)

EXPERIENCE

- Principal or Vice Principal/Deputy of a school that is 'good' or 'outstanding' or has a demonstrable record of improvement.
- Demonstrable experience of successful school leadership.
- Proven experience of leading and managing a team of senior leaders.
- Experience of accountability as a leader to governing bodies.
- Experience in the analysis of performance data for the purpose of target setting and evaluation.

- Proven experience of effective collaborative working and stakeholder engagement.
- Experience of more than one school/academy. (Desirable)
- Experience of more than one key stage. (Desirable)
- Knowledge of multi-agency work including the team around a pupil.
- Experience of cross phase working and transition.
- Experience of proactive working and leadership within and across the local community.

KNOWLEDGE, SKILLS AND ABILITIES

- Up to date knowledge in subjects; national policy; pedagogy; curriculum; classroom management strategies; inspection findings; statutory requirements; pastoral strategies; behaviour and attendance management methodologies.
- Knowledge of school leadership evidence-based practice.

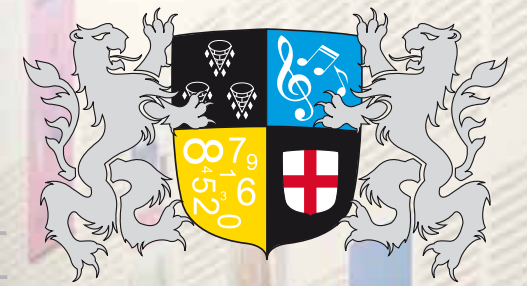
- The ability to forensically analyse a school's current area of under-performance and to put in place plans to secure improvement
- An understanding of robust and rigorously applied management and accountability systems in securing sustainable school improvement.
- Experienced in strategic financial planning, budget management and principles of best value.
- Highly data rational and able to use and manage performance data.
- Politically astute.
- Experience in creating collaborative working environments with trade union partners to manage employee relations effectively.
- Establish structures and systems to ensure operational decisions are based on informed discussion.
- Able to engage in school to school collaboration and contribute to leadership in the wider

education system.

- Well-developed interpersonal and communication skills.
- A proven ability to generate and deliver a collective vision and shared purpose.
- A proven ability to create, build and adjust effective staffing structures.

PERSONAL QUALITIES

- Highest professional and personal standards and integrity. A true role model.
- Committed to the highest levels of effort, endeavour and focus on standards.
- Excellent interpersonal skills and emotional intelligence.
- Commitment to the professional development of colleagues and self.
- Support of the model of the Trust and its vision.
- Consistent exemplary leadership behaviours in modelling the Trust's values.



THE
WINSFORD
ACADEMY

HOW TO APPLY

Location: Winsford, Cheshire
Reporting to: The Fallibroome Trust CEO
Start date: September 2020 (or earlier if notice period allows)
Closing date for applications: 13th January 2020 (at noon)
Interview date(s): 21st and 22nd January 2020
Salary: L28 to L34 (£79,748 to £92,373)

Please return completed applications to recruitment@fallibroometruster.com


For an informal conversation about the role with the Fallibroome Trust CEO, please contact Alison Nuttall (CEO's PA) at alison.nuttall@fallibroometruster.com

To arrange a tour during the weeks of 6th to 17th January, please contact the Winsford Academy Principal's PA, Jane Fox at jane.fox@winsfordacademy.org.uk





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TRUST

 **The Winsford Academy**
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