



**Lakelands**  
Academy

*Creating the very best  
future for our students*



**Lakelands** Academy

**POST: HEADTEACHER  
REQUIRED FROM: APRIL 2018**

**Information for applicants**



**POST:** Headteacher

**SCHOOL:** Lakelands Academy

**ADDRESS:** Oswestry Road  
Ellesmere  
Shropshire  
SY12 0EA

**TELEPHONE:** 01691 622543

**FAX:** 01691 623834

**EMAIL:** [admin@lakelandsacademy.org.uk](mailto:admin@lakelandsacademy.org.uk)

The governors invite applications for the above post from candidates who meet the criteria outlined on the following pages:

Information is also given in this pack about:

- The Academy
- The Post

Further information is available and visits, which are strongly encouraged, can be arranged by contacting Alison Skone, Clerk to the Board of Governors.



Dear Applicant

Thank you for your interest in the headship of Lakelands Academy. The previous Headteacher of Lakelands Academy left in April 2017 and the academy currently has an Acting Headteacher.

Lakelands Academy has many strengths. Our young people are well behaved, friendly and co-operative. There is a great deal of loyalty to the academy and its ethos is manifested in the students, teaching and support staff, parents and the wider community. We have a strong agenda for improvement, with a focus on teaching and learning initiatives and new tracking and monitoring systems. Our facilities are excellent for all subjects especially Science, Creative Arts, Design and Technology, Information Technology and Special Educational Needs and we have strong relations with our partner primary schools.

Lakelands Academy also hosts the Kettlemere Centre, a specialist education centre for students with communication and interaction difficulties who are able to access mainstream curriculum, appropriate to their age with or without support. The centre was built by the local authority (LA) and is run by the academy in close partnership with the LA.

We are committed to face the challenges of examination changes, financial constraints and improving teaching and learning.





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**We are seeking a dynamic and experienced leader with a clear vision who:**

- Will inspire staff and students to raise existing high expectations, aspirations and achievement and continue to improve this high-quality, fully inclusive academy;
- Has a successful record as a senior manager and who is capable of sound financial management;
- Will sustain school improvement throughout the coming years and ensure outstanding provision and outcomes for students within the next 3 years.
- Has excellent communication and interpersonal skills to lead our academy and relate to the wider community
- Has a highly successful track record in school improvement and managing change; and the qualities and character needed to set a clear agenda for sustainable improvement.
- Is committed to raising the profile of the academy within the community and developing an exciting and rich partnership with all stakeholders.

The successful candidate will inherit an experienced, supportive and capable Senior Leadership Team and will receive support and challenge from the Governors. We are asking applicants to include in their letter of application a statement of no more than two sides of A4 identifying 'Lakelands Academy – its challenges and my vision for the way forward.'

Yours Faithfully

*Geoff Corfield*  
Chair of Governors



Dear Potential Headteacher,

In this letter we will explain to you what we think of the school and what we pupils regard as good qualities of a head teacher.

The environment at Lakelands Academy is friendly, safe and caring, and the school prides itself on its good rapport with students. We believe that our school maintains a unique atmosphere, as many new members of staff have commented. Due to the fact we are a small school, the teachers are able to get to know each pupil well which makes you feel considerably more at home when learning. During lessons, pupils show great respect towards their teachers, and vice versa, and show maturity in and around school. As a result of this maturity, the school is able to rely on Year 10 and 11 pupils to represent the school welcoming new Year 7s and their parents to the school.

As pupils, we look for a Headteacher who is inspiring and pushes the students to achieve great things. It is important that they are interested in their students as we want someone to understand our thoughts and feelings throughout our school lives; we would also benefit from a committed Headteacher with innovative ideas for learning. It is vital that one is confident when providing presentations to the school and parents, so that the message can be effectively conveyed. Additionally, a sense of humour and an air of approachability is regarded as valuable, as education can often be stressful for pupils, a Headteacher who is too serious or strict would not compliment this well. Spending time with pupils outside and inside lesson time also shows a willingness to connect and interact with learners.

We look forward to hearing from you!  
Yours sincerely,  
*Harry Davies and Josie Evans*  
Head Boy and Head Girl



# Headship Job description

**NAME OF SCHOOL:**

Lakelands Academy

**TITLE OF POST:**

Headteacher

**DESCRIPTION  
OF POST:**

The statutory conditions of the post are as laid down in the School Teachers' Pay and Conditions Document. The following details summarise the major tasks expected of the Head of the Academy and the skills, knowledge, aptitudes and qualities they require in order to carry out the role.

**OVERALL  
RESPONSIBILITY:**

To provide strategic leadership and hold overall accountability for direction, standards achieved and quality in order to:

- Provide the leadership and management which enables the Academy to give every student high quality education and which promotes the highest possible standards of achievement and wellbeing.
- Secure the long term success of the Academy by maximising potential through the skills and resources within the Academy.
- Build Academy-wide leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities.
- Actively pursue opportunities for growth and expansion of provision and development of facilities and resources.
- Ensure that students, parents and staff share the commitment to the vision and ambitions of leaders, managers and Governors to provide a first class education for all.



<b>Key Responsibilities of the Head</b>	<b>Personal Skills needed to carry out the Responsibilities</b>
<p>1 Providing inspirational leadership through the promotion and sustaining of a culture where all staff and students are empowered to contribute to the common moral purpose of meeting the learning needs of each student to enable them to fulfil their potential.</p>	<p>A clear understanding and commitment to fully inclusive provision and high expectations of achievement, and the ability to recognise and value the contribution of all members of the academy community to contribute to the effectiveness of provision.</p>
<p>2 Monitoring the effectiveness of all aspects of provision including the quality of teaching, behaviour and safety (including attendance and exclusions) and financial management at the Academy.</p>	<p>An accurate understanding of the current teaching standards, the Ofsted framework and the ability to apply both in reaching agreed judgements on all aspects of provision.</p>
<p>3 Establishing and articulating the aims and major policies of the Academy in collaboration with the staff and Board of Governors.</p>	<p>A clear overview of all major functions of the Academy and the ability to formulate and communicate clear statements about them.</p>
<p>4 Ensuring a safe, secure, vibrant and engaging environment for learning including excellent pastoral provision that underpins outstanding achievement.</p>	<p>An ability to promote mutual respect for and appreciation of others within systems and structures in which staff have clearly defined roles and responsibilities, and students are supported and have opportunities to take responsibility and learn independently.</p>
<p>5 To ensure that the Kettlemere Centre continues to be effective in providing a fully inclusive provision to meet student needs and continues to work closely with the Local Authority.</p>	<p>The ability to promote and sustain a fully inclusive culture throughout the academy through close partnership that harnesses the contributions of all partners for the good of students, including the provision of timely and accurate information to governors and the LA.</p>



6	Ensuring that the Academy's staffing structure is fit for the purpose of providing excellent provision and outcomes in all areas of the curriculum within the constraints of the budget and those procedures for succession planning, and the appointment and development of teaching and non-teaching members of staff meet the highest professional and equality standards.	An understanding of the importance of clearly defined roles and responsibilities for staff that ensure clear lines of accountability together with the ability to promote a culture of mutual support. The ability and commitment to recruit, value and retain highly effective staff.
7	Implementing fair and robust systems and procedures for the performance management of staff and ensure access to professional development opportunities related to performance management objectives.	The ability to apply current teaching standards, leadership expectations and performance data consistently within secure performance management procedures and to recognise and value the contribution, expertise and goodwill of staff through a commitment to their professional development.
8	Ensuring accurate and detailed self-evaluation of provision and outcomes to identify strengths and priorities for improvement.	The ability to analyse and interpret performance data, create, adapt and apply accurate systems and procedures to track and monitor students' progress against expectations and targets.
9	Lead accurate self-evaluation of the academy and the writing and implementation of the Academy Improvement Plans to sustain strengths and address priorities for improvement within existing budgets.	A strategic perspective and the ability to anticipate, plan, prioritise and negotiate in order to make decisions that are agreed and to which staff and governors are committed.
10	Organising the appointment of staff and establishing programmes for the development of both the teaching and non-teaching members of staff.	An ability to define roles and responsibilities and to make effective appointments.
11	Creating policies for the monitoring and evaluation of the success of the Academy.	An ability to define and pursue plans, and to search for evidence to see how well these have been achieved.
12	Maintaining and Developing links between the Academy and the community that it serves, including the promotion of the Academy's attributes and achievements.	An ability to understand the needs of the local community and to develop positive dialogue with a wide range of people, thus demonstrating an ability to communicate a belief about the effectiveness of the Academy to the outside world.
13	Oversight of all aspects of financial management	An ability to formulate, manage and monitor the Academy's budget and provide appropriate information to the Board of Governors.
14	To work closely with Governors and provide full, accurate and timely information to them so that they can fulfil their responsibilities to support and challenge the Academy, including holding the Headteacher to account for provision and outcomes of the Academy.	An understanding of the role of the Board of Governors; the importance of establishing and maintaining a close working relationship with Governors that is based on mutual trust and respect; and that the Headteacher is accountable to Governors for all aspects of provision and outcomes at the Academy.



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## The post: Headteacher

In making this appointment, the governors will be seeking the following skills and experience:

### Essential Requirements

#### Qualifications and Experience

- Qualified Teacher Status;
- Substantial and successful experience in secondary education as a successful classroom practitioner;
- Holder of significant leadership & management responsibility as a Head or Deputy/Assistant Head.

#### Personal Values

- A demonstrated passion for education and students;
- Lead by example with high professional standards and the ability to effectively lead the professional workforce;
- To set and meet appropriate challenging targets;
- Communication skills of high order
- Strong educational literacy.

#### Vision & Implementation

- Proven track record in driving forward vision and values;
- Can demonstrate a commitment to the promotion of a truly inclusive Academy at the heart of the community with the commitment to include and make a difference to every child;
- Excellent knowledge of current and future educational issues and challenges.

#### Leadership and Management

- Demonstrates a strong record in Academy improvement and managing change;
- Demonstrates consensual leadership and management;
- Experience of effective working with the Board of Governors;
- Successful experience of curriculum and pastoral issues;



- Be an effective and sensitive manager and communicator amongst staff, students, parents, professional agencies and the wider communities;
- Experience of successful work on “narrowing the gap”.

### Teaching and Learning

- Proven track record in the leadership and implementation of excellent teaching and learning with high expectations for all;
- The ability to inspire, demonstrate and support the pursuit of excellence in teaching and learning and therefore student achievement.

### Securing and Promoting Accountability

- Engage the whole Academy community in the systematic and rigorous self-evaluation of all aspects of the Academy.
- Collect and use a rich set of data to understand the strengths and weaknesses of the Academy, to explain them to others and to take action for Academy improvement.
- Combine the outcomes of regular self-review with external evaluations in order to secure the continued development of the Academy.

### Working with and Strengthening Community Links

- Recognise and take account of the richness and diversity of the Academy’s communities.
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities.
- Listen to, reflect and act on community feedback,
- Build and maintain effective relationships with parents, carers, partners and the community, that enhances the education and raises the aspirations of all students.

### Safeguarding Children and Pastoral Care

- Commitment to safeguarding and promoting the welfare of young people;

- An appreciation of and commitment to exemplary pastoral provision that underpins outstanding academic achievement within a positive, discipline learning environment;
- Can demonstrate a commitment to the provision of a safe environment where students’ engagement is fostered, their contributions valued and health and future economic wellbeing are promoted.

### Financial Experience

- Be financially literate, with experience of working with whole Academy budgets and the ability to monitor and review the Academy’s internal audit systems;
- Ability to provide and implement improvement plans and policies as appropriate;
- Successful experience of working with contractors, external providers and auditors.

### Desirable Qualities and Skills

- NPQH;
- Masters degree;
- Experience at senior level of a recent Ofsted inspection;
- Successful inspection experience in at least two secondary schools;
- Successful experience of Senior Leadership and Management in an 11-16 school.





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## The post is subject to:

- The terms and conditions for teachers as set out in the School Teachers' Pay and Conditions Act 1991 and any orders made under it;
- The other terms and conditions set out in the various national collective agreements in force from time to time;
- The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions;
- Statutory regulations regarding the governance and management of schools as prescribed in the Schools Standards and Framework Act;
- The conditions set out in the Job Description and in the letter of appointment.

## Salary and Pension:

The salary for this post is Headteacher Group 5 L24 to L30 (£68,643 to £79,514 per annum (figures are based on 2016 pay scales). A relocation package may be available.

There are three options to consider for pension arrangements:

- Teachers' Pension Scheme under the provisions of the Teachers' Pensions Regulations;
- Private Pension Scheme;
- State Earnings Related Pension Scheme.

Details about the Teachers' Pension Scheme may be obtained from Teachers' Pensions at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)

Unless notification to the contrary is given it will be assumed that as a full-time employee the successful candidate will contribute to the Teachers' Pension Scheme.

Lakelands Academy is an Equal Opportunities Employer. Applications are welcome from suitably qualified candidates regardless of faith, race, colour, nationality, ethnic or national origin, age, marital status, sex, sexual orientation or disability.





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## Applications

i An application form is attached which should be completed and returned to Mrs A Skone, Clerk to Board of Governors, Lakelands Academy, Oswestry Road, Ellesmere, Shropshire SY12 0EA or email [askone@lakelandsacademy.org.uk](mailto:askone@lakelandsacademy.org.uk).

ii ***Please include a statement no more than two sides of A4 identifying 'Lakelands Academy- Its challenges and my vision for the way forward.'***

iii Please note:

- Your letter of application must be specific to this post; generalised applications are unlikely to be successful;
- do not include testimonials or curriculum vitae;
- two referees should be given, one of which should be the applicant's current Local Authority/ Chair of Governors and the other the applicant's current Headteacher. If the applicant is already a Headteacher then the Chair of Governors of their current school should be named;
- the closing date is **Friday 10<sup>th</sup> November 2017 (Midnight)**;
- short-listing for this post will take place on **Tuesday 21<sup>st</sup> November 2017**

- Interviews are planned for **Tuesday 5<sup>th</sup> and Wednesday 6<sup>th</sup> December 2017**;
- if you decide to apply, please note the schedule of dates above;
- All applicants will be contacted as to whether they have been successful and feedback will be offered.
- The Academy will carry out appropriate checks where an applicant is seeking appointment for the first time within the Academy. Any offer of appointment will be subject to formal confirmation after checks have been carried out. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post.
- Candidates called for interview should bring with them original documents or properly certified copies of all qualifications and a form of identification e.g. driver's licence or passport.





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## Background to the Vacancy

We are a successful, popular and well-respected 11-16 academy with a unique ethos; believing that creating an atmosphere of trust and care is conducive to effective learning. Visitors often remark on the 'family feel' of our academy and how welcoming staff and students are. The academy currently has 517 students and 83 members of staff.

The previous Headteacher left the Academy at Easter 2017 after 10 years in the post. The Senior Leadership Team is currently led by an Acting Headteacher (substantive Deputy Head responsible for: Teaching and Learning, Assessment, Curriculum, ADP, Training, Appraisals) and consists of two Assistant Heads (one responsible for Safeguarding, Child protection, Literacy & Numeracy, Reports and The Kettlemere Centre and the other responsible for Pastoral, Attendance and Admissions.), the School Business Manager, and the SEN Coordinator.

We are seeking an outstanding leader and manager with a clear vision who will inspire staff and students to build on our strengths and provide challenge for higher achievement. We require someone who has a successful record in senior management, is capable of sound financial management and committed to consensual and supportive leadership.

## Location and General Description

Lakelands Academy serves the expanding town of Ellesmere and a rural catchment area surrounded by beautiful Shropshire landscape, often referred to as the 'Shropshire Lake District'. The town and surrounding villages offer a huge variety of attractions, activities and experiences and benefit from good communication links with the West Midlands, Manchester, Liverpool and Chester all of which are under an hour away by car.

Since converting to an academy in December 2012 funding secured from the Education Funding Agency has enabled the Academy to realise its vision to embark on a programme of extension and site wide refurbishment to upgrade and extend the academy's facilities and significantly improve the academy environment. This funding offers a unique opportunity for the academy to build on its current strengths and further improve the opportunities that are available to raise standards even higher whilst maintaining the same strong commitment to the highest academic standards.





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## Our Aims and Values

Our Academy is a community in which students, staff and parents are part of a happy, safe and caring environment. The academy was last inspected by Ofsted in February 2016 and was judged to be a “good school” where “students are provided with a good level of challenge. Teachers help them to make progress and push students towards more demanding tasks”

We are a supportive learning organisation, not just for our students but also for our staff. We continually reflect on our own practice as teachers/leaders and recognise that we can all develop our professional skills, at any stage of our career. In doing so, we recognise that the most effective professional development occurs when teachers learn from, and with, each other.

Our mission statement is to ‘aim to provide an outstanding educational experience that is fully inclusive of all students, independent of their background, so that we add value to their lives both in terms of their academic performance and their social wellbeing, through a personalised approach that develops citizens who are able to make a valuable contribution to society and the community in which they live’. The whole Academy is committed to fulfilling this aim in the following way:

- *To attract and retain high quality staff in all areas of the academy’s work*

- *To continue to develop and improve the academy’s buildings and facilities in order to provide a sustainable, vibrant and stimulating working environment*
- *To maintain the academy’s outstanding provision by offering a curriculum that responds to the needs of all students, offers a wide range of extra-curricular activities, fosters curiosity, challenge and discovery*
- *To develop further the pastoral system of the Academy by providing individualised pastoral care and support that develops the personal, spiritual, moral and cultural values of learners and further enhances the outcomes by encompassing monitoring and intervention.*
- *To invest in the necessary Continuous Professional Development (CPD) in order to bring about outstanding teaching and effective monitoring and evaluation of learning at all levels.*
- *To further develop leadership across the academy based upon a supportive framework for staff in all aspects of their role. Leaders will monitor and evaluate the quality of their teams’ provision and outcomes for learners without fear or favour in the rigorous pursuit of excellence for all students.*
- *To continue to develop a mutually beneficial relationship with other education providers in our local community and seek to explore other collaborative opportunities.*



## Curriculum, Teaching and Learning

Our aim is to produce outstanding citizens – self-disciplined, motivated and independent people who will make a positive contribution to society. Lakelands students participate in leadership programmes: we offer Sports Leadership as well as Duke of Edinburgh. There are many opportunities for students to develop their leadership potential and encourage others to excel; for example, our senior students support our younger students in literacy, which is one of our most successful schemes for helping youngsters who find reading difficult. We have students leading Student Council and Eco Council, and our Learning Council ensures we are in tune with how our students learn best. We provide opportunities for students to develop their creative potential, through regular concerts, festivals and productions.

## Guidance, Inclusion and Participating in the Wider Life of the Academy

On entering the Academy, students are grouped into mixed ability form groups. Students stay in the same form through Years 7 to 11 and will usually keep the same form teacher throughout that time. Form allocation determines the House a student will belong to throughout their school life.

We are committed to providing excellent pastoral care. All students are mentored during the year by a senior member of staff when they are given opportunity to discuss any concerns and issues together with future targets and plans. Pastoral records are kept electronically ensuring secure and appropriate access for staff. We also have a dedicated pastoral area and a pastoral team with specific responsibilities who are committed to ensuring the very best care for all students.

There are currently 90 students qualifying for Pupil Premium and 5 Looked After Children. There are 74 students identified with SEN needs of these 37 have an Educational Health and Care plan or a statement of Special Educational Needs (including those at the Kettlemere Centre).

There is first class provision for extra-curricular activities including a wide range of sports, music, and drama. Music plays a vitally important part in the life of the Academy and we are proud of the quality and range of musical experiences that are on offer to students. Regular performances take place throughout the year in which students, parents and staff participate both in and outside of Academy.



## Achievement

The 2017 GCSE results were some of our best ever results. This is at a time of considerable volatility in the exam system, one that has been deliberately designed to be tougher – and yet, Lakelands students have risen to the challenge and achieved highly across a range of subjects. An impressive 79% of students attained a Grade 4 (equivalent of C grade – essential for further study) and above in English and 74% in Maths – a significant achievement, considering this was the first time students had taken the new challenging GCSEs (Grades 1-9). 69% achieved both English and Maths at C equivalent, and 66% achieved 5 GCSEs at Grade C (including English and Maths). A significant number of students achieved A\*-A / Grades 7-9 across many subjects including the top grade 9. These excellent figures clearly illustrate how the academy has held firm during a time of significant change in the curriculum, exam system and assessment. This is due to our relentless focus on improving Teaching and Learning.

## Staffing

Staffing currently comprises of our Senior Leadership Team, Five Faculty Leaders, 29.05 FTE teachers (9 part time) and 51 support staff.

## Governance

Governors provide very good support and challenge to the Academy and have an active role in the running of the Academy. The Board of Governors comprises of 10 Governors including members of the local community, Parents and Staff. Governors have a broad range of experience and expertise which they use well to set the strategic direction of the Academy, ensure accountability and monitor and evaluate the Academy's Performance.





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## Building on Success

We are not complacent and are always looking at how we can improve. Our success is measured by the achievements of students and staff and the Academy's excellent reputation in the local community and across Shropshire.

The governors are committed to the Academy's continued improvement for the benefit of all students. The caring and supportive ethos which provides the foundation for the enjoyment and achievement experienced by students is central to our success.

We hope that candidates will be encouraged to apply because they have the vision and expertise to build on our strengths to secure further improvement.

The governors are seeking to appoint a headteacher who shares these values and who will inspire students and staff to achieve their best. Although it is not essential, we encourage potential applicants to visit our Academy prior to submitting an application.