



Wootton
Academy Trust

Executive Headteacher

Candidate Pack



Welcome

from the Chair of the Board

Dear Applicant,

Thank you for your interest in the post of Executive Head Teacher of Wootton Academy Trust. I am delighted to be Chair at a time of change and opportunity for the Trust, as we consolidate what has been achieved and plan for an innovative future.

We are a small Multi Academy Trust (MAT), made up of two institutions: Wootton Upper School for Year 9 -11 pupils and neighbouring Kimberley Sixth Form STEM College for students in years 12 and 13. Both are inclusive, with a comprehensive intake and a commitment to ensuring that all students' needs are met.

We are at an exciting time in our development, as we transition our Upper School to become a Secondary School. This change will see us expand from a two key-stage to a three key-stage Trust. Developments in the area will mean demand for places is higher. In addition, we anticipate that our students will benefit from innovative new commercial developments, including the building of Universal Studios Theme Park, Home of Production Film Studios and East-West Rail investment near Kimberley College.

As such, we seek to appoint a dynamic Executive Headteacher who will develop and lead our Head of School and College and build a collaborative executive team. As our new Executive Headteacher you will have a passion to enhance the opportunities of our students through leading others to maintain high standards of teaching and learning and with a vision to our future.

There is much to do, including securing the good judgement of our upper school, coaching and mentoring our Head of School, College and Chief Finance and Operating Officer, and working with the Trust in developing a renewed vision, accompanied by a strategy for an innovative future.

If you have the vision, passion and integrity to bring to this role and you are motivated to find out more about us, then please visit our website and consider applying to be the Executive Head Teacher of our Trust. Details of the application process are at the end of this recruitment pack, including details of Trust visits.

I look forward to receiving your application.

Yours sincerely,



Ian Sibbald
Chair of Wootton Academy Trust Board



About WAT

TRUST VALUES

Wootton Academy Trust is committed to the pursuit of **excellence**, with an unrelenting drive to ensure that every student makes great progress, achieves exceptional standards and realises their potential.

It is important to us that all students are able to access a wide range of **enrichment** activities in all of our academies, to realise their full potential and to be able to operate with great **independence** in adult life. Therefore, we are committed to providing all students with lots of diverse **opportunities** including developing their awareness of the importance of British values, of upholding the rule of law, tolerance, respect, democracy and **equality**.

We are committed to providing our students with skills to enable them to play active roles in our **community** and in the wider networks in which we all operate, in **partnership** with others.



"The pursuit of excellence underpins everything we do"



Our **vision** is to operate a network of academies which are genuinely inclusive; Wootton Academy Trust (WAT) strongly believes that its provision should be judged by how its academies nurture the most vulnerable students in their communities to maximise their future social mobility.

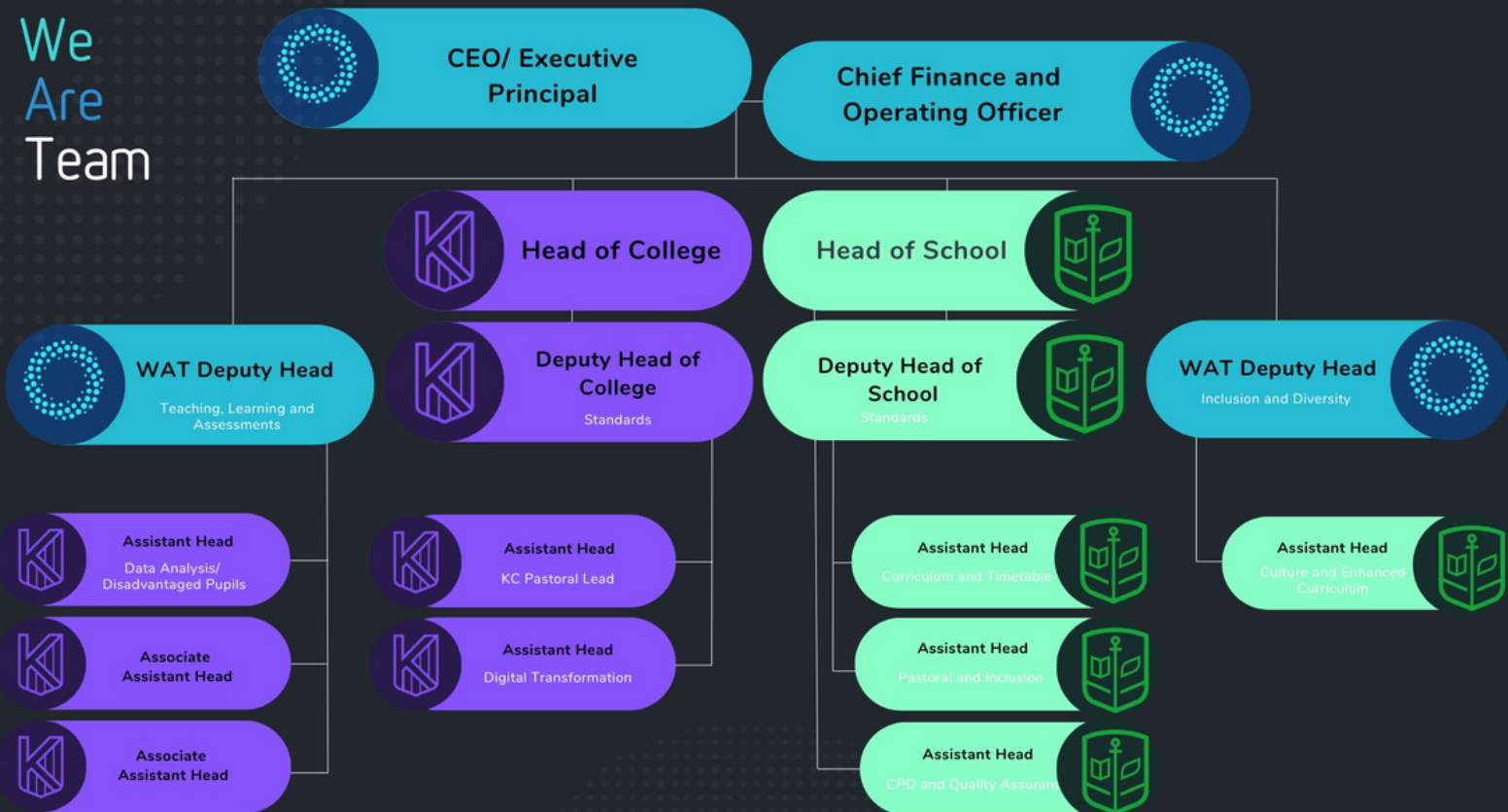
We operate caring and supportive communities where everyone is encouraged to flourish. We are committed to providing all our learners the best education possible. We, therefore, nurture high aspirations and work collaboratively with others to provide outstanding opportunities.

It is important to us that everyone knows they are valued, and we will celebrate each student's individual journey as they take their next steps, well prepared for life in modern Britain.

Leadership Team

As a small MAT, made up of two Academies, the Executive Headteacher line-manages the Head of Wootton Upper School, Head of Kimberley 16-19 STEM College and the Chief Finance and Operating Officer, along with Trust-wide Deputy Heads. Below is our current Leadership Structure.

We
Are
Team



Key Facts

	 Wootton Upper School	 Kimberley Sixth Form
Last Ofsted	April 23	May 23
Ofsted Judgement	Good (Section 8)	Good (Section 5)
Forms of Entry	297 students 12 forms of entry	350 students (2023)
Year Established	1975	2013
Type of School	Converter Academy part of Academy Trust	Sixth Form Free School part of Academy Trust
Age Range	13-16	16-19
Number of Students on Roll	889	628 (currently), rising to 700 Sept 24, 800 in 2026
Number of Students in Sixth Form	N/A	As above
% of SEND Students	16%	6%
% of EAL Students	8.3%	18%
% FSM Students	18%	7%
% of Pupil Premium Students	20%	8%
School Website	https://www.woottonupper.co.uk/	https://www.kimberleycollege.co.uk/

About the role

Our current Executive Principal will be retiring at the end of the Spring term 2024, after a long and successful career spanning 37 years.

We value his legacy as our small Trust moves into its next stage. We are currently made up of two institutions: Wootton Upper School for Year 9 -11 students and neighbouring Kimberley Sixth Form STEM College for years 12 and 13. We are preparing to move into the Trust's next stage, which will be led by a new Executive Headteacher.

This is an exciting opportunity for an experienced and dynamic Executive Headteacher who has a proven track record in autonomous headship and school improvement, and who will have the skills to lead the Trust through the next phase of successful outcomes and carefully managed growth.

This offers an opportunity to lead us from a three to two-tier structure, with two points of entry starting in 2026, overseeing the development of curriculum and staffing levels alongside a school extension.

A key part of the role is to coach and develop, motivate and lead our Head of School/ College and Chief Finance and Operating Officer, in order to build a collaborative executive team, committed to maintaining high standards of teaching and learning and who has a view to the future.

There is much to do, including securing a good judgement of our upper school, coaching and mentoring the Trust's Leadership Team and working with the Trust Board in developing a renewed vision, accompanied by a strategy for an innovative future.



Job Description

Job Title	Executive Headteacher
Reporting to	The Board of Trustees
Line-managing	Head of School, Head of College and CFOO
Salary Scale	L39 – L43, depending on experience

The Executive Headteacher will be an exemplary role model, inspiring and motivating all involved in the Wootton Academy Trust. The Executive Headteacher is expected to be familiar with and carry out the statutory duties, professional responsibilities and ethical conduct as laid out in the National Headteacher Standards 2020, including Section One: the Nolan Principles, as well as all other relevant standards and regulations.

CORE PURPOSE AND RESPONSIBILITY

- Be a high-level strategic thinker, able to provide vision, strategy, drive and exceptional leadership and management for the Wootton Academy Trust (WAT),
- Lead the Trust and its stakeholders through forthcoming changes as set out in ‘shaping the future’,
- Build and develop an effective and cohesive executive team, to line-manage, coach and mentor the Heads of School/College, CFOO and, upon expansion, future leaders of the Trust,
- Work with Trustees in developing the next phase of the Trust’s vision and strategy,
- Have a strategic responsibility for the leadership, internal organisation, management and control of the school and college, and consult appropriately in so doing,
- Lead on School/College improvement, ensuring each institution’s strategy is supported by effective structures, systems and accountability measures,
- Be the Trust’s Accounting Officer, responsible for ensuring the Trust fulfils its statutory, legal and regulatory responsibilities and requirements as set out in the Academy Trust Handbook,
- Drive progress, ensuring that each School/College provides an excellent education for its students and secures positive Ofsted outcomes,
- Work alongside the Trustees in ensuring that all statutory policies are in place,
- Build a collaborative learning culture within and across the Trust to ensure that every student reaches their full potential,
- Oversee all key staff appointments and foster and develop in-house talent,
- Oversee work that promotes and safeguards the welfare of children and young people.

SHAPING THE FUTURE

- Work with the Trustees and all other relevant stakeholders to create the strategic vision for the Trust and ensure that vision is clearly articulated, shared, understood and acted upon effectively by all,
- Lead the Trust through forthcoming changes from a three to two-tier structure for Wootton Upper School, with two points of entry starting in 2026, overseeing the development of curriculum and staffing levels alongside a school extension,
- Build upon, and further develop, a collaborative working culture across the Trust and actively monitor staff well-being whilst also holding all to account,
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence,
- Ensure that strategic planning across the school and college takes account of the diversity, values and experience of the schools and the communities they serve,
- Work with the Heads of School and College to determine and implement clear evidence-based improvement plans and policies for the development of the Trust,
- Ensure that each school and college determines and implements a broad and balanced curriculum relevant to the school population and work to ensure that all students receive this entitlement,
- Ensure that the key issues for school improvement are acted on appropriately.

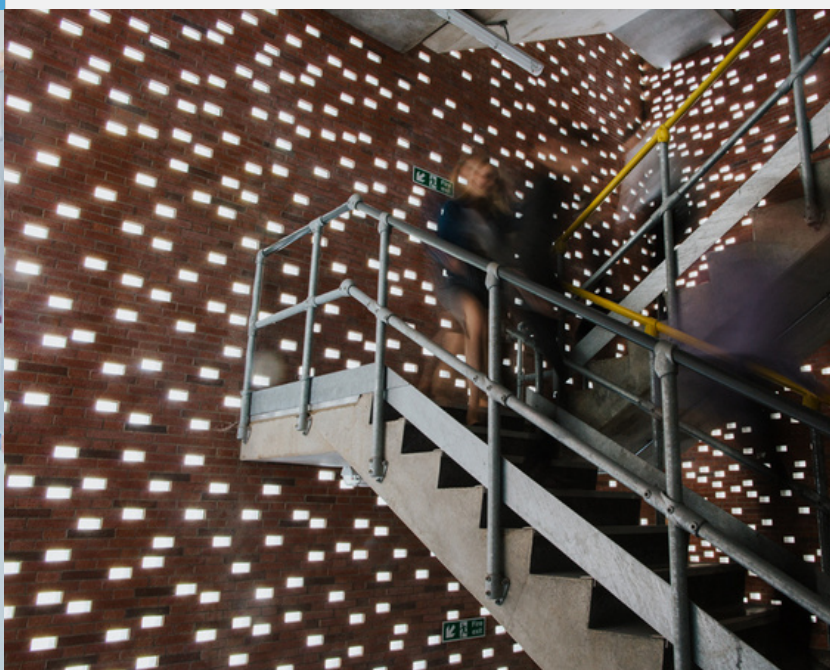


LEADING TEACHING, LEARNING AND MANAGING THE ORGANISATION WITH CONTINUAL MONITORING AND EVALUATION

- Lead by example, providing inspiration and motivation,
- Demonstrate and articulate high expectations and set challenging targets for the whole Trust community,
- Develop a curriculum and resources in line with the vision and strategy for future expansion,
- Support Heads of School/College and senior leaders across the school and college to maintain and promote high standards of behaviour and attendance,
- Work collaboratively with the Heads of School/College and key senior staff to determine, organise and implement a diverse, creative curriculum that reflects the distinctive character of each institution, and implement an effective assessment framework to measure impact,
- Build on and develop systems that produce meaningful data that enhance the understanding of all stakeholders,
- Ensure a continuous and consistent Trust focus on students' achievement, using data and benchmarks to monitor progress,
- Challenge under-performance at all levels and ensure effective corrective action and follow-up,
- Oversee financial and human resources effectively and efficiently to achieve educational goals and priorities,
- Ensure that the Trust's management systems work effectively in line with legal requirements,
- Oversee and organise the different school and college environments efficiently and effectively to ensure that they meet the needs of the curriculum and all health and safety regulations.

DEVELOPING SELF AND WORKING WITH OTHERS

- Build a collaborative learning culture within the school and college,
- Coach and mentor the Head of School and College, implementing line-management and performance management systems to provide structured professional development,
- Empower and develop leadership within the Trust,
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive trusting culture,
- Develop and build upon effective strategies and procedures for staff recruitment, induction, professional development and performance review,
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities,
- Develop and build upon a culture of high expectations for self and others and take appropriate action when performance is unsatisfactory,
- Regularly review your own practice, set personal targets and take responsibility for your own personal development by participating positively in arrangements made for the performance management of the Executive Headteacher,
- Develop and build upon a Trust ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes,
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation, in keeping with performance management and appraisal procedures,
- Work with the Trust's Directors and School/College Governors, providing information, objective advice and support, to enable them to meet their statutory responsibilities,
- Develop and build upon suitable quality assurance systems, including internal reviews, self-evaluation and performance management,
- Ensure every individual student has access to high quality teaching and learning.





STRENGTHENING COMMUNITY

- Develop and maintain positive relationships with the local communities during forthcoming changes as Wootton Upper School transitions from being part of a three tier structure to a two-tier structure starting with two points of entry in 2026,
- Engage at a strategic level with multi-agency partners and the local authority to secure any support needed by students to remove barriers to learning,
- Actively participate in community liaison and build rapport with the range of communities in locally and nationally.

Variation in Role

As the Trust develops, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive.

Commitment to Safeguarding Vulnerable Groups

The Trust is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable young adults, and expects all staff and volunteers to share this commitment. This postholder must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

Equality and Diversity

The Trust is committed to equality and diversity for all members of society. The postholder must demonstrate a commitment to diversity, inclusion and being equitable in all aspects of their work. This job description is subject to annual review



Person Specification

CRITERIA In assessing these criteria, the focus will be on demonstration of the necessary experience/knowledge to fulfil the overall strategic function as Executive Headteacher with two Heads of Academies and the CFOO working closely with you.	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED	
	E	D		
A EDUCATION/QUALIFICATIONS & PROFESSIONAL DEVELOPMENT				
1	An honours degree (min 2.2) and Qualified Teacher Status (QTS).			A
2	Professional/management qualification relevant to the role or a relevant higher degree and NPQH/NPQEL, or its equivalent.			A
3	Evidence of continuing professional development at Headteacher level, in preparation for Executive Headship role.			A
B PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE				
4	Substantial autonomous Headship experience, leading a school's improvement strategies for raising standards.			A, I, R
5	Experience of leading change, including of a school/s undergoing changes to its infrastructure and/or significant curriculum and staffing changes.			A, I, R
6	Effective coaching, mentoring and line-management of senior leaders, with the effect of professionally developing others to become effective leaders.			A, I, R
7	Evidence of inspiring leadership, building and communicating a clear vision, translated into strategic planning, which prioritises the progress of all students, in order to maximise their potential.			A, I, R
8	Knowledge and experience of what constitutes quality in educational provision and outcomes, particularly with regards to SEND, the characteristics of effective schools.			A, I, R

9	Proven successful experience of systematic, rigorous school self-evaluation, combined with external evaluation, to inform school improvement planning to raise educational standards.			A, I
10	Experience of monitoring SBM along with knowledge and understanding of strategic financial planning and budgetary management in relation to school improvement and student achievement, balanced with efficiency and value for money.			I
11	Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures.			A, I, R
12	Proven track record in leading, monitoring and managing staff including delegating effectively and implementing change.			A, I
13	Experience of working with, and advising a Governing Body /Trustees in strategic school leadership, providing clear and transparent communication which enables them to make informed decisions.			A, I
14	Experience of HR as a Headteacher with knowledge and understanding of the key legal issues relating to the leadership of a school including: equal opportunities, disability/SEND, employment (including formal procedures), health and safety and public relations.			I
15	Experience of managing school finances and ensuring budgets are met.			A, I, R
C	STUDENTS, STAFF, PARENTS/CARERS, TRUSTEES			
16	Outstanding communication skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies.			A, I, R
17	Credibility of being an outstanding classroom practitioner with an excellent understanding of how young people learn, barriers to learning, and the core features of successful classroom practice.			A, I, R
18	Provide innovative inspirational leadership which challenges, motivates and empowers young people, staff, and parents to carry the Trust's vision forward and delivers the best possible outcomes.			I, R
19	Successful experience of curriculum development and assessment to maximise young peoples' educational and personal development outcomes.			A, I

20	A commitment to building teams, to coaching staff and growing and developing people with a track record of delivering on this, recognising the importance of work-life balance and CPD for staff.			A, I
21	A commitment to maintaining a physical presence in each school/college whilst balancing operational and strategic responsibilities.			I
22	Successful experience of positive behaviour management and of developing a student-focused, inclusive and effective learning environment.			A, I, R
23	Commitment to maintain good communication channels with parents and carers; ensure home/school links enable support for students at home.			A, I, R
D	ACCOUNTABILITY			
24	Skillful in giving and receiving feedback, in having challenging conversations and holding others to account. Also, acknowledging and showing appreciation for the work of the team.			A, I, R
25	Experience and evidence of highly developed skills of robust appraisal and performance management of direct staff and systems for all staff, recognising high performance and tackling under-performance to resolution.			A, I
26	Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning, building on existing strengths to further raise educational standards and improve student outcomes.			A, I
E	PERSONAL QUALITIES AND PROFESSIONAL ATTRIBUTES			
27	Energetic, adopting a collaborative approach, with a willingness to take appropriate risks and show flexibility to changing circumstances, including the ability to see and take opportunities as they arise.			I
28	Embody the Trust's core values of aspiration, inclusion and collaboration driven by a demonstrable commitment to inclusion and social justice which underpins everything we do across the Trust.			I
29	Be able to work effectively and maintain positive, respectful relationships with parents/carers, pupils, stakeholders across both the Trust and the wider community.			I

Key: A = Application I = Interview R = References

PLEASE NOTE: The Selection Panel will use the Person Specification criteria above to shortlist. Please demonstrate how you meet the criteria in order to be shortlisted

How to Apply



APPLICATION PROCESS

To apply, please send the completed Application Form, along with your supporting statement via <https://mynewterm.com/jobs/491413918/EDV-2024-WAT-56767>

Your supporting statement should be no more than three sides of A4 paper, font size 11, and should demonstrate how you meet the requirements set out in the Person Specification.

CLOSING DATE

Applications must be received by no later than **Tuesday 16th April 2024, 9am**. Shortlisting will take place on **Thursday 18th and Friday 19th April**.

INTERVIEWS

Interviews will be held on **Thursday 25th and Friday 26th April 2024**.

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form. School visits have been arranged to take place on **Tuesday 26th March** (pre-shortlisting) and **Tuesday 23rd April** (for shortlisted candidates). Both visits are 11.00 -13.00.

NOTIFICATION & FEEDBACK

Candidates who have been interviewed will be notified of the outcome as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Unsuccessful candidates will also be given constructive feedback.

SAFEGUARDING

The Wootton Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of the leadership of and contribution to a safeguarding environment. The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of their induction.

DATA PROTECTION

As part of our recruitment process, Wootton Academy Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit the school's website.



Thank you for your interest



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Academy Trust