

Be the best that you can be



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Headteacher Recruitment
Information for Applicants

"As we look ahead into the next century, leaders will be those who empower others." - Bill Gates



Are you open to change?

Do you support new ideas?

Do you encourage risk taking?

Do you encourage questions...
especially tough ones?

Do you allow autonomy?

Are you supportive of learning
from failure?

Letter from Chief Executive Officer



Dear Applicant

We are delighted that you are considering joining the Newquay Education Trust (NET).

NET is a Multi Academy Trust, created in September 2014, based on the fundamental principle of real partnership and collaboration to secure educational opportunity and excellence for all children, regardless of their starting points in life. At the heart of our vision is the belief that education is a seamless and continuous journey and our core purpose is to create ever improving provision across our Trust which will provide the best opportunities for our young people.

NET is wholly committed to working in close partnership with other MATs, Teaching Schools, Academies and Schools, and is determined to use its talent, expertise and capacity to improve life chances for children. By working together, we are more able to respond to the unique challenges and opportunities of 21st century living to ensure that our young people benefit from the expertise, care and learning environments of which NET is rightly proud.

NET is a collaborative family of academies: each academy retains its unique, local identity, sharing collective strengths and responsibilities across the Trust. We are currently a family of three academies (two secondaries, one primary). Our underlying moral purpose is that “we are stronger working together in partnership”.

This is an exciting time for NET. Last year we received approval from the Regional Schools Commission’s Headteacher Board for NET to merge with the Peninsula Learning Trust (PLT) to become one Multi- Academy Trust. This new Trust will be known as Cornwall Education Learning Trust (CELT) and will officially come into being on the 1st September 2019. CELT will be a cross-phase Trust of young people aged 3 to 19. All our schools will be in the mid-Cornwall area. A new CEO has been appointed as the first CELT CEO from September 2019.

Our collective ambition is for CELT to be a beacon of great practice and deliver positive outcomes for all our children and young people, irrespective of their starting point.

Mrs Sarah Karkeek
Chief Executive Officer
Newquay Education Trust
National Leader of Governors



Letter from Chair of Local Governing Body

Dear Applicant

On behalf of the Local Governing Body, I would like to thank you for expressing an interest in the post of Headteacher of Brannel School.

Brannel School is a small secondary school at the heart of a rural community which is characterised as one of the most disadvantaged in Cornwall. Eligibility for free school meals is high. For many families, a great education is the only option for social mobility. At the heart of our approach is the development of character values within our young people. This is more than getting good examination results - although this is part of it. It involves developing in our young people the personal characteristics and values to be a twenty first century student confident in any sphere and ready to take their place in the world.

We are seeking a dynamic, innovative and inspirational leader to continue Brannel School's ambitious journey of school improvement. The successful candidate will be a highly resilient individual with the courage, creativity and vision to lead and shape the vision of the School and the Trust. This is a rare opportunity to transform educational provision for this community.

We are not necessarily looking for the "finished article"; we are interested in attitude, commitment and potential. If you are a dynamic and experienced senior leader in a secondary setting, this role offers you an outstanding opportunity to challenge yourself in a new environment.

This is not a role for the faint hearted and will require a person who is highly motivated and driven, having an in-depth knowledge of excellence in secondary education and a commitment to ensuring the highest quality of teaching and learning.

The successful candidate will be fully supported by the Board of Trustees, the Local Governing Body and the Trust Executive in what will be a challenging but immensely rewarding career opportunity.

Mr Nick Dixon
Chair of Local Governing Body
Launchpad Programme Director
Falmouth University



Our Ethos

It is our mission for our students to aspire to achieve beyond the expectations that others place on them.

Brannel School is a growth mindset school. In practice this means that: our staff and our students understand that success is based on learning, persistence and hard work; we provide high levels of challenge for every student; we foster a safe and secure environment in which our students are encouraged to make mistakes in order to learn from them; and we reward effort and not just attainment. Our goal is for each and every one of our students to be the best they can be.

Our passion might be learning, but our commitment is to our community. Brannel School serves an area which is widely recognised as having a particularly challenging socio-economic infrastructure. We are committed to uniting all of our stakeholders in delivering a shared goal of Brannel School as the learning centre of our community. We will continue to build on our strong record of tackling inequality and reducing achievement gaps in order to nurture confident, independent learners who are active participants in the community.



We firmly believe that the young people of the 'clay country' are as talented as you will find anywhere. Where they have ability, we will nurture it and ensure it is realised. Where they have ambition, we will encourage it and provide the opportunities for it to grow. Where young people do have low expectations of themselves, we will raise their self-esteem, increase their self-reliance and extend their aspirations.

Our Values

High Expectations

We believe that, with the right support, every child can achieve. Our aim is for each and every one of our students - whatever their background or ability - to achieve their full potential.

Excellent Teaching

We understand that the quality of a school depends on the quality of its teaching. We ensure that our teachers have access to high quality career development opportunities and effective performance management at all stages of their career.

Student-Centred Learning

We want our students to develop learner autonomy and independence. Working with Kunskapsskolan Education, we are delivering a curriculum which is SAIL-inspired. SAIL stands for Student Agency In Learning. This is a student-centred, highly personalised approach to education pioneered by Kunskapsskolan in Sweden for over 15 years and now used across the world.

Inspiring to Aspire

We want to broaden students' experiences and raise aspirations in order to provide them with key employability skills. We have developed *The Brannel Challenge* which provides opportunities for students to participate in extra-curricular and careers-related activities which challenge, stretch and inspire.

Exemplary Behaviour

We are committed to establishing an orderly environment in our school so that teachers can focus on teaching and our students can focus on learning. We don't accept excuses - and we don't make any either.

Knowing every Child

We understand that positive relationships between young people and adults reinforce a culture of excellent behaviour and a commitment to learning. We structure our school so that every student knows, and is known by, a key group of adults which includes their Head of House and form tutor.

Commitment to British Values

We are committed to promoting the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. These values permeate our whole school ethos: they are taught as part of our character education programme and are promoted throughout the academic curriculum and pastoral system. This engenders a climate within which our students feel safe and secure and facilitates the fulfilment of potential.



Our Strengths

We foster a growth mindset

We encourage students to value resilience and to develop 'grit', self-management and tenacity. We believe that young people need to experience challenge and make mistakes as part of their learning so that, rather than give up when things do not go to plan, they can apply what they have learnt in new situations in order to achieve success.

We focus on communication skills

We provide our students with the opportunity to extend their communication skills beyond the classroom audience so that when they enter the workplace they can communicate confidently and coherently in a variety of different situations with colleagues at all levels.

We develop team players

We encourage teamworking; our students learn from experience what can be achieved when people work together. Teamworking also teaches them patience and tolerance – both important skills in the workplace.

We encourage problem-solving

We give our students the opportunity to problem-solve in real-life situations, so that they have the opportunity to fail without criticism, learn from that experience and try again.



We understand that creativity is essential in all areas of work and life, whether that is using creativity to solve a problem, design new processes or develop new ideas. Our students are given the opportunity to test their creative ideas in a range of different ways through 'learning by doing'.

School Profile

Number on Roll

We offer places to pupils aged 11-16. PAN is 150. Current number on roll is 730. Pupil forecasts are buoyant which is reflected in an operational PAN of 160 for our September 2018 intake and 170 for our September 2019 intake.

Budget

Buoyant pupil numbers have a positive impact on school budgets. In addition, over the last three years we have implemented a planned approach to reducing operational costs. This means that we have been able to set a balanced budget and retain our reserves over the current budget forecast period.

Ofsted (inspected 2015): Requires Improvement

Brannel School was inspected in 2015. A Section 8 monitoring visit in May 2016 found that "Senior leaders and governors are taking effective action to tackle the areas requiring improvement". We are continuing to implement an ambitious programme of school improvement.

Special Educational Needs & Disability

We currently have 126 mainstream pupils with SEN which is 17.4% of the pupil population. This is above the national average of 14.6%. 18 pupils currently have an EHC Plan, which is 2.5% of the pupil population. This is above the national average of 1.5%.

School Improvement Plan: Key Areas

1. **Monitoring and Evaluation of Impact:** This key area focuses on the processes used to develop and support staff in successfully implementing the School Improvement Plan and other school practices.
2. **Raising Standards:** This key area ensures that the resources and capacity of the school are deployed in the most efficient way to ensure that all students at Brannel School make excellent progress.
3. **Teaching, Learning and Professional Development:** These objectives ensure that there continues to be a relentless drive to improve the quality of teaching and learning across the school through the ongoing development of teachers' skills and own learning.
4. **Raising Aspirations:** At Brannel School, we aim to prepare for the future with optimism and aspiration. In this section of the development plan we look at how we enhance the development of aspirations and preparedness across the school through various strategies.
5. **Partnership Development:** These objectives focus on our ability as a school to make the most effective use of support from other organisations and make a valid contribution to organisations around us, locally, nationally and internationally.

Our Facilities

Brannel School was completely redesigned and rebuilt in 2011 as a 'School of the Future' at a cost of over £17 million.

School buildings should inspire learning. They should nurture every student and member of staff. They should be a source of pride and a practical resource for the community. Brannel is a welcoming and exciting place in which to teach and to learn. Our state-of-the-art facilities reflect our educational vision of high expectations, high-quality teaching and learning, specialism and excellence, local collaboration and community involvement.

Brannel School also houses a specialist, purpose-built facility catering for up to 12 children who have complex or multiple learning needs or disabilities. The Area Resource Base (ARB) is led and supported by Cornwall's Special Partnership Trust.



Job Description



Shaping the future

Have a thorough understanding of the following and use this understanding to shape decision making and planning for the future:

- Local, national and global trends;
- Ways to build, communicate and implement a shared vision;
- Strategic planning processes;
- Strategies for communication both within and beyond the School;
- Strategic financial planning processes;
- New technologies, their use and impact;
- Leading change, creativity and innovation;
- Setting and achieving ambitious, challenging goals and targets to secure success;
- Inclusion and the ability and right of all to be the best they can be;
- Developing and communicating a shared educational vision that expresses the core values of an organisation; is responsive to the needs of the local community; and motivates and inspires others;
- Working collaboratively and building partnerships with appropriate key stakeholders to achieve this vision and secure their commitment to its enactment; and
- Translating vision into agreed objectives, operational and business plans, and developing appropriate mechanisms for regular monitoring and review.

In practice:

- Provide a clear sense of direction and sense of values;
- Work collaboratively with learners, staff, parents, governors and the wider community to determine the vision and strategic direction for Brannel School;
- Ensure excellence and equity are promoted, and are effectively articulated, shared, understood and acted upon by all;
- Ensure that the effective strategic management of the School's finances, organisation and administration best secure its vision and aims; and
- Make sense of developments in local and national education policy and respond to opportunities in ways that benefit the School.

Leading teaching & learning

Know about:

- School self-evaluation;
- What constitutes 'outstanding teaching' and strategies for developing effective teaching;
- Strategies for raising achievement and achieving excellence;
- Effective ways of monitoring and evaluating performance;
- Data collection, analysis and interpretation;
- Curriculum design and management;
- The development of a personalised learning culture;
- How to foster a love of learning;
- The use of new and emerging technologies to support learning and teaching;
- Principles of assessment for learning;
- Effective behaviour and attendance management;
- Strategies for ensuring inclusion, diversity and access;
- Using research evidence to inform teaching and learning; and
- Independent learning and learning in non-traditional contexts.

Be committed to:

- Raising standards;
- The continuing learning of all members of the school community;
- The entitlement of all learners and students to effective teaching;
- Ensuring the curriculum meets the needs of every child; and
- Working in partnership with parents and carers to support learning and development.

In practice:

- Develop a culture that promotes high expectations of all learners in a creative, innovative and exciting environment where they feel safe and confident, so they can enjoy learning, make progress and achieve their full potential;
- Demonstrate personal enthusiasm for and commitment to the learning process;
- Model outstanding teaching and learning;
- Access, analyse and interpret information;
- Monitor teaching and learning across the School rigorously;
- Acknowledge and celebrate excellence; and
- Challenge poor performance.

Developing self & working with others

Know about:

- The principles of 'emotional intelligence';
- The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD);
- Strategies to promote individual and team development;
- Building and sustaining a learning community;
- The relationship between managing performance, CPD and sustained school improvement; and
- The impact of change on organisations and individuals.

Be committed to:

- Developing effective working relationships throughout the School and across the Trust;
- Distributed leadership;
- Team working; and
- Continuing professional development for self and all others within the School.

In practice:

- Manage multiple tasks and responsibilities;
- Organise own time effectively, prioritising appropriately;
- Delegate effectively;
- Set high expectations;
- Lead by example, modelling high standards of conduct and commitment;
- Foster an open, fair, equitable culture and manage conflict;
- Develop, empower and sustain individuals and teams;
- Collaborate and network with others within and beyond the School;
- Inspire, challenge, influence and motivate others to attain high goals;
- Give and receive effective feedback and act to improve personal performance;
- Be resilient in the face of challenges and disappointments and maintain a positive outlook;
- Accept support from others including colleagues, governors and other partners; and
- Achieve and demonstrate a good work/life balance.

Leading the organisation

Know about:

- Principles and models of organisations and organisational development;
- Principles and models of self-evaluation;
- School improvement strategies;
- Project management for planning and implementing change;
- Policy creation, through consultation and review;
- Strategic financial planning, budgetary management and principles of best value;
- Performance management;
- Personnel, governance, health and safety, security and access issues relating to the use of academy facilities;
- Legal issues relating to leading and managing an academy including Employment legislation, Risk Management, Equal Opportunities, Race Relations, Disability and Human Rights; and
- The safe and secure use of new and emerging technologies to enhance organisational effectiveness.

Be committed to:

- Distributed leadership and management;
- The equitable management of staff and resources;
- Developing and sustaining a safe, secure and healthy environment throughout the School; and
- Collaborating with others in order to strengthen the School's organisational capacity and contribute to the development of capacity across the Trust.

In practice:

- Establish and sustain appropriate structures and systems;
- Manage the School efficiently, safely and effectively on a day-to-day basis;
- Undertake the role of Accounting Officer on behalf of the School;
- Delegate management tasks and monitor their implementation;
- Make professional, managerial and organisational decisions based on informed judgements;
- Think creatively to anticipate and solve problems; and
- Understand what is important and prioritise accordingly.

Securing accountability

Know about:

- Statutory educational frameworks, including governance;
- Policy related to Academies and accountability frameworks, in particular, OFSTED and Charities Commission;
- The contribution that education makes to developing, promoting and sustaining a fair and equitable society;
- The use of a range of evidence to monitor, evaluate and improve aspects of academy life where applicable, by challenging poor performance;
- Assessment systems and performance data related to learners and students;
- Quality assurance systems, including school self-evaluation and performance management; and
- The importance of the School's obligations to its stakeholders and community.

Be committed to:

- Principles and practice of school self-evaluation;
- The School working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its learners and students; and
- Individual, team and whole-school accountability for learning outcomes.

In practice:

- Demonstrate political insight and anticipate trends;
- Engage the School community in systematic and rigorous self-evaluation of the effectiveness of policy and practice;
- Collect a rich set of data to understand the strengths and weaknesses of the School and use this information to focus intervention and support;
- Combine the outcomes of self-evaluation with external evaluations to develop the School;
- Set challenging targets and achieve them;
- Provide the Trust with information, objective advice and support to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
- To take responsibility for Safeguarding, promoting awareness of it in the School and its community; and
- As Accounting Officer, take account of the requirement for regularity, propriety, value for money and statutory responsibilities as set out in the Academies Financial Handbook.

Strengthening community

Know about:

- Current issues and future trends that impact on the School community;
- The rich and diverse capital within our local communities – both social and physical;
- Models of partnership between the school, home, community and businesses;
- The work of other agencies and opportunities for collaboration;
- Strategies which encourage parents and carers to support their children's learning; and
- The strengths, capabilities and objectives of other schools and colleges.

Be committed to:

- Effective team work within the School and with external partners, including partner primary schools;
- Working with other agencies for the well-being of all learners, students and their families;
- Involving parents/carers in supporting their children's learning; and
- Collaboration and networking with other schools and colleges to improve outcomes for children.

In practice:

- Use the richness & diversity of the School's community to build cohesion;
- Listen to, reflect and act on community feedback;
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all learners and students;
- Work collaboratively and share effective practice with partner primary schools, other local schools and the wider educational community, working in partnership with others to promote innovative initiatives; and
- Develop the wider curriculum to fully exploit new learning opportunities for the community.

Person Specification



Training and Qualifications	Essential/ Desirable	Evidence: (Application/ Interview/ Reference)
Qualified teacher status	E	A
Degree	E	A
Higher degree	D	A
Post-entry curriculum or management qualification	D	A
National Professional Qualification for Headship	D	A
Recent participation in a range of relevant in-service training	E	A

Leadership and Management Experience	Essential/ Desirable	Evidence: (Application/ Interview/ Reference)
Middle leadership experience	E	A
Senior leadership experience in secondary education	E	A
Worked in more than one school	E	A/I
Whole school strategic planning	E	A/I
Leading and managing major whole-school initiatives	E	A/I
Leading, managing and delivering significant elements of a school improvement plan that resulted in a positive impact	E	A/I
Leading and managing assessment	D	A/I
Devising and implementing effective monitoring systems across the school	E	A/I
Leading and managing innovative approaches to improving teaching and learning across the school	D	A/I
Leading and managing effective strategies to raise achievement across the school	E	A/I
Leading and managing a budget	D	A/I

Professional Skills, Knowledge and Understanding	Essential/ Desirable	Evidence: (Application/ Interview/ Reference)
Outstanding teacher	E	R/I
Critical, analytical and strategic thinking	E	R/I
Ability to analyse and interpret data	E	I
Knowledge of national policies, priorities and statutory frameworks	E	I
Application of ICT to teaching, learning and management	E	I
Managing staff and HR issues and the capacity to hold others to account	E	I
Securing and effectively deploying finance and resources	E	I
Committed to inclusive education	E	A/I
Committed to partnership working	E	A/I
Excellent attendance and punctuality	E	R
Decision-making skills	E	R/I
Communication skills	E	R/I/A
Professionalism and self-management	E	R/I
Interpersonal and negotiation skills	E	R/I
Personal impact and presence	E	R/I
Adaptability to changing circumstances and new ideas	E	R/I
Self-motivated	E	R/I
Creative thinker	E	R/I
Integrity	E	R
Reliability	E	R
Reflective practitioner	E	R/I
Self-confidence	E	R/I
Resilience	E	R/I

How to Apply - Guidance Notes



Please read these guidance notes before completing your application.

Please read the job description and person specification thoroughly. The essential criteria are the minimum level of skills, knowledge and experience required for the role and are of equal importance. The desirable criteria are those that will enable the successful candidate to perform the job more effectively and will be used for shortlisting purposes if several candidates have all the essential criteria.

The shortlisting panel will be looking for evidence in your application which shows that you meet the criteria.

- **Prior to applying**, you may wish to discuss the position informally or arrange an informal visit to the School. Further, if you are unclear about any aspect of the application process or you would like any additional information about Brannel School, please contact Mrs Christine Thomas, Clerk to the Governors, on 01726 822485 (option 6) or email cthomas@brannel.com.
- **Step 1. Online Application Form.** Please ensure you complete all sections of the online application form. The school is committed to safeguarding all young people and children and requires candidates to explain all gaps in their career history. Brannel School reserves the right to reject incomplete application forms. Any inconsistencies or anomalies will be explored at, or prior to, interview.

- **Step 2. Annex: Additional Questions.** In addition to the online application form, you are required to submit as an Annex your answers to the six additional questions on the final page of this document. Please ensure that you are concise and that your answers do not exceed three sides of A4. Candidates must complete this section to be considered by the shortlisting panel.
- Applications should be submitted online by following the link from the Brannel School Vacancies page. Please note that CVs will not be accepted. Please also note that any applications received after 12 noon on Friday 22nd March 2019 will not be considered.
- Interview dates will be 1st and 2nd April 2019. Should you decide to apply, please confirm your availability for these dates when submitting your application.
- References will only be taken up for shortlisted candidates who will be notified beforehand. Please contact each of your named referees to inform them that, if you are shortlisted, we will request a reference prior to interview.
- Providing false information as part of your application may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.

The Recruitment Process

Newquay Education Trust is committed to provide a fair and equitable recruitment process.

- The selection panel will consist of at least three people who will shortlist and interview. At least one panel member will be trained in Safer Recruitment.
- The panel will shortlist based solely on the information you have provided in your application.
- Successful candidates will be called for further assessment which will include an interview and other selection activities. This may require you to work collaboratively with other shortlisted candidates.
- Details of the format of the interview day will be sent to you in advance.
- References will be sought from two sources. One referee must be your current or most recent employer; and if your current role does not involve working with children, the second reference must be the name of a previous employer where the role involved working with children (where applicable). Referees will be asked about any child protection concerns.
- Where specific qualifications are a requirement of the job you will be asked for proof on appointment, e.g. teacher reference number in the instance of teaching posts.
- Applicants who have not been shortlisted will be informed by email.
- Candidates who have not been successful at interview will be contacted personally.

Safer Recruitment

Safer recruitment practices are implemented to protect students within the Newquay Education Trust.

- Although the 'Convictions' section of the application form will not be used for shortlisting purposes, it will be made available to the interview panel at interview stage. If you fail to disclose a conviction on your application form, and the DBS information confirms that you do have a conviction/ prosecution pending, this may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.
- Enhanced DBS checks will be carried out for all successful candidates for all job roles within the Newquay Education Trust.
- A criminal record will not automatically prevent you from getting the job. However, where DBS certificates show a conviction(s), and following further discussions with you about the conviction(s) a decision will be made in relation to your suitability to be employed, taking into account nature, seriousness and relevance of the offence; how long ago it occurred, if it was a one-off or part of a history; circumstances of it being committed; country of conviction; decriminalisation and remorse.

Data Protection

- If you are successful, your application information will be held on your personal file. Application information from unsuccessful candidates will be destroyed after 12 months except in case of a dispute.
- We may use or pass to certain third parties information provided, as permitted by law.

Annex: Additional Questions



In addition to the online application form, you are required to submit as an Annex your answers to the following six additional questions. Please ensure that you are concise and that your answers do not exceed three sides of A4. **Candidates must complete this section to be considered by the shortlisting panel.**

Shaping the future

Q1. Describe your vision for school improvement. To what extent have you made this vision a reality in your current school?

Leading teaching and learning

Q2. Describe an innovative teaching and learning strategy you have researched in the last year. Have you, or are you, intending to implement this in your school? If so, how?

Developing self and working with others

Q3. How have you motivated your whole school community to embrace a new initiative? What was the impact at a whole school level?

Leading the organisation

Q4. Give an example of how you have sought innovative solutions to funding constraint? What was the outcome?

Securing accountability

Q5. How have you increased accountability for student learning outcomes?

Strengthening community

Q6. Provide examples of the networks that you have built that go beyond school. What benefits have these brought back to your school community?