



Head of School

Trevelyan Middle School, Windsor, Berkshire

Candidate Application Pack



preparing the way for others to follow

# Contents

Thank you for your interest in our Head of School position at Trevelyan Middle School within Pioneer Educational Trust.

This pack contains:

- An introduction from our Co-CEOs
- A letter to candidates from our Chair of Trust
- The job description and person specification
- Benefits of working at the Trust

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, Recruitment Manager and PA to Co-CEOs: [blynn@pioneereducationaltrust.org.uk](mailto:blynn@pioneereducationaltrust.org.uk)

You can also visit our school's website at:

[www.trevelyan.org.uk](http://www.trevelyan.org.uk)

or the Trust's website at:

[www.pioneereducationaltrust.org.uk](http://www.pioneereducationaltrust.org.uk)

# An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As Co-CEOs, we are proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

## Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to perform in the top 3% nationally for P8. We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

*"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)*

*"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)*

## Who are we?

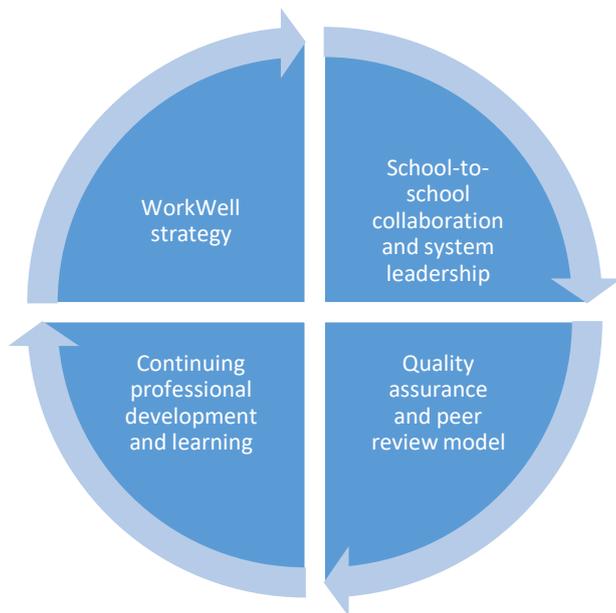
We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an outstanding education. Driving equality and celebrating diversity is at the heart of what we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

Pioneer Educational Trust is outward-facing demonstrating a commitment to both the local and educational communities. Upton Court Grammar School is part of the Slough Teaching School Alliance working in collaboration with local schools to offer Initial Teacher Training and leadership development. In RBWM, Trevelyan Middle School works meaningfully with the Windsor Learning Partnership. A number of colleagues are Specialist Leaders in Education and contribute to school improvement work across the boroughs and beyond. In addition, colleagues lead or engage in a wide range of networks locally and nationally, for example, Whole Education, DiverseEd, WomenEd, LGBTed, DisabilityEd and BAMEed, and local subject networks.

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims more widely.

## School improvement

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



#### Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **WorkWell strategy** seeks to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set

### Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'<sup>1</sup> can be released strengthening the culture of self-responsibility<sup>2</sup>. Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday**. From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement**. Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

### What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally, by our Central Team, these are designed to help ensure the smooth running and operation of each of our academies. These services include Facilities, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our academies and while the Director of Finance has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

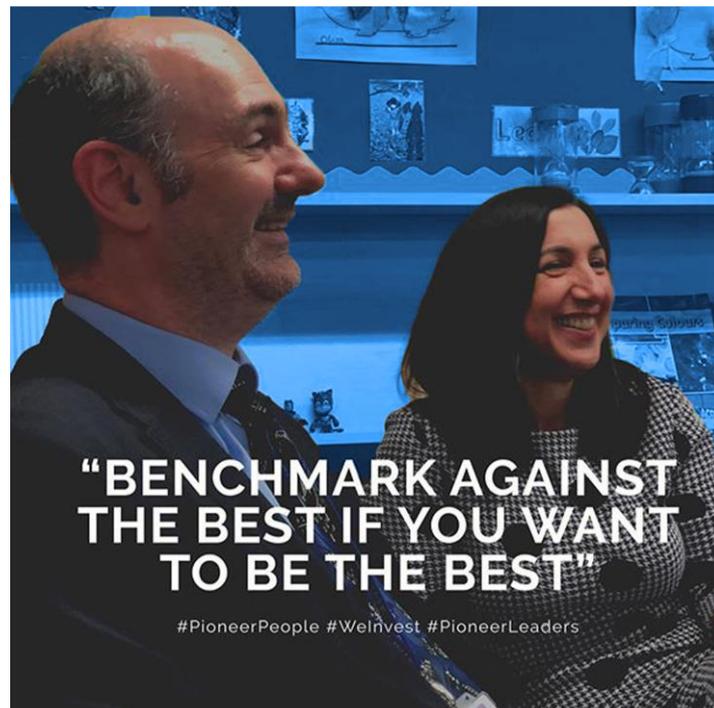
### Where next?

This is an incredibly exciting time to be joining our organisation! We are about to embark on a three-year strategy that seeks to pioneer and push the boundaries beyond that of a typical MAT. If successful, you will be instrumental in realising these ambitions alongside us.

<sup>1</sup> Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

<sup>2</sup> John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other’s continuing professional growth, then Pioneer Educational Trust may very well be the MAT for you.



Antonia Spinks & Eddie Neighbour  
Co-Chief Executive Officers  
Pioneer Educational Trust

## A welcome from our Chair of Trustees

Dear Candidate,

I write to you as both the Chair of Pioneer Educational Trust and Chair of Trevelyan's Educational Standards Board to thank you for your interest in the Head of School post at Trevelyan Middle School.

As the Head of School, you will be leading Trevelyan; a 'Good' school with an engaged Windsor community, high and rising standards and higher aspirations. Our mission is to empower successful lifelong learners who are motivated and inspired by their enriching curriculum. We are driven to ignite curiosity, inspire challenge and developing resilience: to provide pupils with an education that develops the 'whole child', to nurture kind, socially responsible, forward thinking learners with ever expanding horizons.

Trevelyan seeks to be a school that can enable *all* pupils to succeed, regardless of their starting point, their learning needs or their background. One in which we place ourselves truly in the heart of the community, forging strong links with parents, carers and other stakeholders at every stage. And one which, as part of Pioneer Educational Trust, invests in staff and in promoting high quality leadership at all levels - both leadership within the school, across the MAT schools and out beyond broader horizons as system leaders and pioneers.

As the Head of School, you will also be a leading player within our small, values-led and closely collaborative family of schools. Together as Pioneer, we are determined to provide the best for our staff - to enable them to provide the best for the pupils. We believe that people do their best in an honest and open environment where they are challenged to be the best that they can be, developing and learning in a supportive atmosphere.

Together in the MAT, our mission is grounded on four core values:

- **to inspire collaborate:** we believe in working in partnership and providing both high challenge and high support that enables every individual and team to succeed together
- **to invest intelligently:** we believe in releasing potential and seeking to provide a wide range of exciting professional learning experiences for every individual
- **to drive equality:** providing all children and young people with equal access to an outstanding education and champion the vulnerable and disadvantaged
- **to pioneer:** we believe in taking intelligent risks and we never accept mediocrity

We want to encourage anyone, of any background, of any experience, to contribute to the success of Pioneer Educational Trust. We welcome and encourage diversity recognising the possibilities and benefits that a diverse workforce can bring. We aspire high and believe in inspiring each other.

Pioneer is here to serve and provide all its members with the best experiences possible. We need proactive, forward-thinking people who are excited about the future, rather than daunted by the task of challenging the norm. We aim to excel as professionals.

As Trevelyan Middle School and as Pioneer Educational Trust, we are excited and confident about the future and hope you are too. If that is the case, I look forward to considering your application and to welcoming you to our school.

Yours faithfully,



Dr Mark Jervis

Chair of Governors, Trevelyan Middle School  
Chair of Trustees, Pioneer Educational Trust

# TREVELYAN MIDDLE SCHOOL – Job description

Job title	Head of School & Designated Safeguarding Lead
Line managed by	Co-CEO
Pay & Conditions	Leadership Range: L18-22

## JOB PURPOSE

- Provide professional leadership of the school which secures its continuing success and improvement, ensuring high quality education for all its pupils and excellent standards of learning and achievement.
- Support the ethos and aims of Pioneer Educational Trust.
- **Ethics and Behaviour:**
  - Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to this professional position
  - Show sensitivity, tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
  - Ensure the school acts within and goes beyond the Equality Act in supporting those with protected characteristics by promoting equality of opportunity, diversity and inclusion
  - Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensure that personal beliefs are not expressed in ways which exploit the position, pupils' vulnerability or might lead pupils to break the law
- **As the leader of Trevelyan Middle School community and profession:**
  - Serve in the best interests of Trevelyan's pupils
  - Conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities and modelling The Seven Principles of Public Life; selflessness, integrity, objectivity, accountability, openness, honesty, leadership
  - Uphold the obligation to give account and accept responsibility
  - Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
  - Demonstrate a life-long commitment to professional development – your own and others' – including engaging in coaching and with research
  - Make a positive contribution to the wider education system including outward-facing work with other schools and MATs

## KEY ACCOUNTABILITIES

The Head of School is accountable to the Educational Standards Board, the Executive Leadership Team and the Pioneer Board of Trustees for the professional leadership, strategic direction and operational management of the school in order to ensure that the school's aims are implemented in accordance with the school development plan, strategic priorities and policies of the MAT. The Head of School is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary.

### School Culture:

- Strengthen and sustain Trevelyan's vision and ethos in partnership with the Educational Standards Board and through consultation with the school community
- Continue to create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

### Teaching:

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn

- Ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged pupils and other vulnerable groups
- Ensure teaching is underpinned by high levels of pedagogical subject knowledge which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative and summative assessment to shape and develop the curriculum

#### **Curriculum and Assessment:**

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing Heads of Department / Faculty with high levels of relevant expertise including supporting access to professional networks and communities, to ensure that all pupils achieve their academic potential across all subjects
- Ensure that all pupils develop their reading through the provision of evidence-informed approaches
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

#### **Behaviour:**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen, therefore equipping pupils to be responsible, respectful, active citizens who contribute positively to society

#### **Additional and Special Educational Needs and Disabilities:**

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice

#### **Professional Development:**

- Ensure staff have access to high-quality, sustained professional development opportunities including coaching, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

#### **Organisational Management:**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate delegated financial resources appropriately in line with the School's Development Plan, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

#### **Continuous School Improvement:**

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's effectiveness, and identify priority areas for improvement
- Develop and implement appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

#### **Working in Partnership:**

- Make a significant contribution to Pioneer Educational Trust through working in partnership and collaboration with leaders and colleagues across the MAT
- Act as an ambassador for Pioneer Educational Trust and Trevelyan Middle School in forging constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

#### **Governance and Accountability:**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with the Educational Standards Board and Board of Trustees
- Provide timely and accurate reports to the Educational Standards Boards
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

#### **These duties and responsibilities are in addition to those of a Head of School:**

- To manage referrals relating to cases of suspected abuse to the appropriate bodies as required;
- To refer cases to the Channel programme where radicalisation is a concern;
- To refer cases to appropriate bodies where a person is dismissed due to risk/harm to a child;
- To inform the Co-CEOs of issues especially under section 47 of the Children Act 1989 and police investigations;
- To lead on Prevent awareness training;
- To ensure the Child Protection Policy is reviewed annually and is publicly available;
- To maintain accurate and up to date records of all child protection files and arrange secure transfer of files as necessary.

#### **SAFEGUARDING**

Trevelyan Middle School and Pioneer Educational Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

#### **ADDITIONAL NOTES**

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

As a member of teaching staff, you will undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

All employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION	
Job role	Head of School
School	Trevelyan Middle School

Qualifications	Essential	Desirable
Graduate and Qualified Teacher Status	✓	
Enhanced DBS	✓	
NPQH or further professional qualification		✓
Evidence of Continuing Professional Development relating to school leadership/curriculum development	✓	
Evidence of sustained participation in professional development, especially a school management programme or similar. Experience of leading effective professional development.	✓	
Experience, skills and knowledge	Essential	Desirable
Successful leadership experience at senior leadership level	✓	
Classroom teaching experience across the middle school age range	✓	
Experience of a working with a range of schools and other educational establishments		✓
Effective computing skills for both teaching and management	✓	
Experience of working with external partners to enhance educational opportunities		✓
Strategic leadership		
Ability to provide clear educational vision and direction	✓	
Ability to inspire and motivate all stakeholders; staff, pupils, parents, governors	✓	
Experience of developing an ethos where pupils feel safe and secure	✓	
Substantial level of involvement with school improvement planning	✓	
Evidence of developing effective strategies for school improvement	✓	
Ability to work collaboratively with senior leaders and governors in own school and cross-Trust (where applicable)	✓	
Successful experience of monitoring, evaluating and improving the quality of teaching and learning	✓	
Understanding of the role and impact of assessment in children's learning	✓	
Successful experience of school / community development and work with outside agencies or partners		✓
Knowledge and understanding of the statutory requirements for education and the OFSTED Framework.	✓	
Secure knowledge of statutory requirements relating to curriculum and assessment	✓	
Experience of leading curriculum innovation	✓	
Successful experience of developing effective learning behaviours	✓	
Leading and managing staff		
Ability to lead, manage and motivate across the school community	✓	

Ability to establish positive working relationships with all staff	✓	
Successful experience of identifying the need for, planning and leading CPDL training for staff		✓
Successful experience of taking a lead role in performance management of teaching and non-teaching staff	✓	
Experience of dealing with staff when performance gives cause for concern	✓	
Experience of working with governors		✓
Experience of recruiting and deploying staff		✓
<b>Personal Skills and Qualities</b>		
Strong commitment to raising standards	✓	
High expectations of self and others	✓	
Friendly and humorous yet professional approach	✓	
Ability to establish and maintain positive relationships with all stakeholders, including with parents	✓	
Good communication skills	✓	
Empathy with pupils	✓	
Positive personal behaviour and positive attitudes towards all members of the school community, including when under pressure	✓	



preparing the way for others to follow

## Why work with Pioneer Educational Trust?

Workload and wellbeing has been placed at the centre of Pioneer Educational Trust and we offer our staff the following benefits:

- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced maternity / paternity / adoption leave schemes
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complementary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition ; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared 'No Meeting Weeks' and two week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Generous, flexible approach to family commitments such as children's assemblies, sports days etc
- Excellent ongoing CPDL
- Reduced data drops from 6 to 3
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term