Appointment of Headteacher to The Priory School









Letter from the Chair of Trustees, Chair of Governors and CEO Designate

Dear Colleague,

Thank you for your interest in the role of Headteacher. This opportunity has arisen due to the promotion of the present post-holder to the role of Chief Executive Officer of The Priory School Trust.

The Priory School is a great place to work. It is defined by respectful and strong relationships between students and staff, a forward looking, innovative approach to education and sensitivity to the challenges facing young people today. Once described by a student as a school that has 'serious intention, with a sense of humour,' we have high expectations of staff, students, parents/carers, governors and none more so than for the Headteacher. The Governors and Trustees recognise the significant successes for our oversubscribed School but they are also clear that the School must continually evolve in order to extend each student's growth and achievement.

The School and the Trust have an outward-facing philosophy, and we work closely with a number of external agencies both locally and regionally. Our Teaching School Alliance (Salop TSA) and Maths Hub (SHaW) enable us to provide opportunities for staff development, both inside and outside the Trust.

The school articulates its vision through a set of values for the students – to be **selfless, self-assured and successful.** This succinct and easily understandable vision enables the students to focus on what is important: to understand the significance of giving to others, to generate a sense of confidence, resilience and independence, and to appreciate the joy of success, regardless of an individual's starting point. This leads naturally onto the three expectations we have for our young people: -

1) We work hard in every aspect of our school life
2) We join in to every opportunity the school provides
3) We make good choices, showing kindness, trust and respect for each other.

Whoever is chosen to lead the next stage of our School's development will be sensitive to these values and engender the qualities required in our students to meet the expectations.

The Priory School Trust has a philosophy that ensures that each academy within the Trust has its own Head and Local Governing Body and can maintain its own ethos and independence whilst enjoying support and additional capacity where required from the Trust. The Trust is absolutely committed to ensuring that each of its constituent academies retains its unique identity, whilst the combined experience and expertise available provide a dynamic synergy.

This recruitment pack contains a person specification and job description outlining the necessary experience and qualities that we are seeking. We recognise that headship is challenging, but leading a highly successful school is particularly so. The Governors have always been open to change and we recognise that the School must develop and grow. We are therefore looking for someone who has had significant experience on at least one Senior Leadership Team, who can take the School forward.

In addition, comes the benefit of being in Shrewsbury and Shropshire. The historic town of Shrewsbury is a wonderful place to work, and provides significant social, cultural and recreational opportunities. Shropshire is a beautiful county - rich in history, idyllic landscapes and with a range of urban and rural settings.

If you decide that you have the energy, enthusiasm and experience to lead our education community we look forward to your application. Should you wish to visit the school for a visit to help you with your decision, or just to find out more, please make contact with us (see page 13 for details)

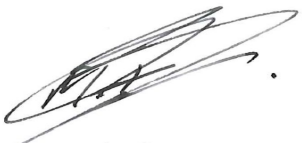
Yours faithfully,



Gary Turner
Chair of Trustees



Ian Peterson
Chair of Governing Body



Michael Barratt
CEO Designate

About our school

The Priory School is mixed 11-16 comprehensive school, located in south-west Shrewsbury. It is an over-subscribed school, with a published admissions number of 168 per academic year. There are approximately 25 students with EHCPs. The School is housed in a main block (circa 1940) and other buildings have been added since then. Our buildings are therefore a mixture of old and new, including the most recent addition - a 6-room classroom block (2019) for Mathematics.

There is a Teaching School Alliance run through The Priory School leadership team as well as a Maths Hub; this enables the school to evolve through an outward-facing philosophy.

We have a broad, balanced curriculum, a relentless focus on improving learning and teaching and a House system that is the vehicle for developing a holistic approach to education – this is central to our ethos and values. Whilst we were pleased with a P8 of 0.35, we always want improvement in our outcomes and whilst exam results are very important, they are one part of a rich school experience. Ultimately our aim, through all of our work with our young people, is to enable them to have choices when they leave school.

Please take a look at our website https://priory.tpstrust.co.uk/ for more details about our school.

About our Trust

THE PRIORY SCHOOL TRUST

Our Multi-Academy Trust (MAT) was established in 2016 with two schools, The Priory School and St Martins, a 3-16 school in North Shropshire. In July 2017, we were joined by Coleham School, a 4-11 school in Shrewsbury. This appointment has arisen due to the introduction of a fourth school, Thomas Adams, in Wem, near Shrewsbury. Thomas Adams School is an 11-18 comprehensive state boarding school, with approximately 1200 students. We have hopes of further growth in the near future. The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

“The value of the individual, the benefit of the team”

This statement heads our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation, in that as new schools seek to join us we look in turn to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful. The aspiration of the Trust is that every school gives and receives support and every child is in a great school.

Please take a look at our Trust website htpps://tpstrust.co.uk for more details.

Job Description

Title of Post:	Headteacher
Post Status:	Permanent, Full-Time
Salary Range:	Group 6, L25-L31 £74,103-£85,826
Accountable to:	CEO, The Priory School Trust Local Governing Body

Purpose

The Headteacher is accountable to the CEO and Local Governing Body for the professional leadership, strategic direction and operational management of the school, to ensure that the school's aims are implemented in accordance with the School Development Plan and the policies of the Governing Body and Trust Board. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary, to secure and to promote the highest standards in all aspects of school life.

The Headteacher will work in partnership with The Priory School Trust colleagues, at all levels, in all schools and with the central MAT Team, to deliver the Trust Strategic Development Plan.

The Headteacher will work with, and secure the commitment of, the local community by developing and maintaining appropriate networks and relationships and contributing to raising standards to build a professional community that enables all to progress and achieve.

The Trust is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard students.

The appointment is subject to the provisions of the School Teachers' Pay and Conditions Document.

Key Responsibilities

1. Strategic Direction and Shaping the Future

- Work with the CEO, Local Governing Body and other key stakeholders to create a shared vision and strategic plan which is clearly articulated, shared, understood and acted upon effectively by all.

- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Work in partnership with others to create a shared culture and positive climate, which inspires and motivates students, staff and all other members of the school community.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.

2. Leading Teaching and Learning

- Ensure a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice, learning outcomes and promote improvement strategies.
  Acknowledge excellence and challenge underperformance at all levels, ensuring effective corrective action and follow-up.

3. Developing Self and Working with Others

- Regularly review own practice and set personal targets to equip self with the capacity to deal with the complexity of the role and be committed to continuing professional development.
- Develop appropriate and effective channels of communication with all staff
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review, supporting all staff to achieve high standards.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Build a collaborative learning culture within the school and actively engage with Trust schools and other schools and colleges to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

4. (a) Leading and Managing the School

- Seek ways of improving organisational structures and functions, through effective collaboration with others, that reflect the school's values, and enables management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities.
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities; working in partnership with the School Business Manager, Trust Finance Director and Trust HR Manager.
- Recruit, retain and deploy staff appropriately to assist in managing their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and to provide value for money.

4. (b) Leading and Managing Salop Teaching School Alliance (see further details on page 12)

- As Chief Executive of the Salop Teaching School Alliance (TSA) ensure the strategic direction of the Salop TSA.
- Chair the Executive Board Meetings ensuring that this strategic group provides effective leadership for the Salop TSA.
- As a member of the sub-regional group (with three other teaching schools), ensure Salop TSA is appropriately represented at a regional level and is involved in the developing the strategic reach of the TSA.
- Working with the Operations Director of Salop TSA devise, monitor and review Salop TSA Action Plans ensuring they are fit for purpose and comply with National College of Teaching and Leadership requirements.
- Be responsible for the reviewing, appointment and de-designation of strategic partners in collaboration with the Executive Board.
- Oversight of the Salop TSA budget.
- Ensure the Priory School, as the lead school in the alliance, maintains its role with regard to its responsibilities for governance and quality assurance.

4 (c) Leading and Managing Maths Hub

- To work with the Senior Maths Hub lead in order to support the strategic development of the Hub.
- To liaise with the NCETM through the PRIM and Strategic Board to ensure the Hub's work is aligned to the strategic objectives to the NCETM
- To be responsible for the budget sign-off points, being accountable to the NCETM for budget deployment.

5 Securing Accountability

- Fulfil commitments arising from contractual accountability to the CEO and Local Governing Body.
- Develop a school ethos which 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.
- Work with the Local Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Ensure that the external auditors have access to all resources in order to ensure that they can fulfil their role
- Provide governors with detailed information that allows them to set, monitor and review the school budget.

6. Strengthening Community

- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities, collaborating with Trust schools to share expertise.
- Ensure learning experiences for pupils are linking into and integrated with the wider community.
- Ensure a range of community based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Create and promote positive strategies for challenging prejudice and discrimination and deal with this, in line with appropriate policies, should it arise.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Co-operate and work with relevant agencies to protect children.

7. Public Relations

- Promote high quality communications with the wider community.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Oversee the preparation and updating of the school prospectus and all promotional material, including the school website.
- Be responsible, in consultation with the Chief Executive Officer and Chair of Governors, for handling of the media and all aspects of public relations.

The Headteacher may be asked by the CEO or Local Governing Body to undertake other duties reasonably regarded as falling within the responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.

Person Specification

Criteria	Essential	Desirable
Qualifications	• Degree • Teaching Qualification	• Higher qualification in education and/or management (e.g. NPQH). • Masters qualification
Experience	• Experience in at least two secondary schools. • Significant experience at Senior Leadership Level in at least one school. • Proven track record of raising educational standards. • Experience of working with a Governing Body.	• Experience of both curriculum and pastoral issues. • Experience at Senior Leadership Level of a recent Ofsted inspection.
Personal Qualities and Attributes	• A passionate belief in values based in education. • A highly skilled communicator, both in writing and speaking. • Lead by example, with high professional standards. • Enthusiastic, resilient and energetic.	
Strategic Direction and Shaping the Future	• Excellent knowledge of current and potential educational developments. • Experience of successfully leading change and inspiring others. • Proven track record of driving forward vision and values.	• High profile in school and community. • Proven track record of change management.
Leading Teaching and Learning	• Ability to lead and inspire high quality teaching and learning.	• Track record of improving the standard of learning and teaching.

	• Ability to inspire, demonstrate and support the pursuit of excellence and highest expectations for all. • Commitment to include and make a difference to every child.	• Experience of monitoring learning and teaching.
Developing Self and Working with Others	• Recognition of the need to set and meet appropriate and challenging targets. • Capability to make decisions whilst also delegating appropriately. • Commitment to the empowerment and training of staff. • Commitment to own ongoing self-development. • Ability to lead support staff ensuring their contribution is valued and their skills meet the needs of the school.	
Leading and Managing the School	• Capacity to work with, build and lead high performing teams. • Ability to use strong and effective management systems, including Performance Management. • Ability to produce and implement appropriate improvement plans and policies.	
Financial Capability	• Experience of working with whole school budgets. • Financially literate and able to monitor and review the school's internal audit systems. • Confident in manipulating and working with numbers.	• Experience of working with external auditors.
Securing Accountability	• Ability to lead and sustain outstanding school performance.	• Experience of successful work on 'Narrowing the Gap'.

	• Ability to delegate responsibility with accountability.	
Strengthening the Community	• Commitment to work with and learn from other schools. • Commitment to the continuation of our strong links and partnerships. • Ability to recognise and build on the school's excellent multi-agency links.	• Experience of business links.
Public Relations	• Experience of public relations in any form.	• Experience of, and confidence in, handling of the media.
Other	• Commitment to safeguarding and promoting the welfare of children and young people • Commitment to equality of opportunity. • Sufficiently fluent in spoken English to ensure effective performance in the role. • Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.	

Further Information

Our Teaching School Alliance is a very successful and interesting part of the school – we have around 25 Initial Teacher Trainee graduates, a comprehensive CPD programme (some of which is delivered by our teachers) and we have recently been a leading proponent of a £500,000 school to school support bid, through the SSIF project. Due to the present uncertainty of the future of Teaching Schools, our status is something we are currently reviewing. It is our intention to continue as a Teaching School for 2020/2021, and it is possible that we will apply to be a Teaching School Hub, working closely with three other local Teaching Schools. This decision will be taken during this academic year and the successful applicant will be consulted on our work in this respect.

Our Maths Hub work, which arises through our Teaching School status, covers Shropshire, Herefordshire and Wolverhampton, and has seen significant growth and success since its inception in 2014.

The Appointment Process

In your application you should submit an application form and write a letter of no more than 400 words explaining how you would establish the strategic direction of the school in order to shape its future.

Applications will only be accepted from applicants completing the Headteacher Application Form in full. We do not accept CV's in support of an application.

The Headteacher Application Form can be found on our website and all applications will be acknowledged.

Interviews will be offered to those applicants who best demonstrate how:

- Skills, abilities and experience match the person specification, taking into consideration the job description.

Closing date for applications: 9.00am, Tuesday 26th November 2019

Shortlisting and Candidate Notification: Thursday 28th November 2019

Interviews: Wednesday 4th December and Thursday 5th December 2019

If you have a query on any aspect of the appointment process, need additional information, or would like to visit the school, please contact Laura Taylor, HR Manager, on 01743 284000.

Please return completed applications to: Laura Taylor, HR Manager, at: lat@tpstrust.co.uk or applications can be returned to The Priory School Trust, Longden Road, Shrewsbury, SY3 9EE

The Priory School Trust is committed to safeguarding and promoting the welfare of children and young people.

This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.