



Windmill L.E.A.D. Academy  
A L.E.A.D. Academy



# Headteacher (Primary) Candidate Pack

**Location:** Nottingham  
**Start Date:** January 2024



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# Welcome letter from our CEO



Dear Candidate,

Thank you for your interest in joining L.E.A.D. Academy Trust as Headteacher of Windmill L.E.A.D. Academy in Nottingham.

We are determined as a Trust to bring about change and improvement to educational standards in Nottingham and in the East Midlands.

In recognition of our work so far, the Department for Education is supporting our Trust to expand its provision to other academies in this part of England and possibly beyond.

Leadership, therefore, is critical to our ambitions to be the one of the leading Trusts nationally, with leadership not only at Trust level, but also within our constituent academies.

So, what sort of leader are you?

Are you someone who is as ambitious as we are? Are you someone who wants to make a mark as a great Headteacher? Are you someone with the grit and determination to show that children and young people in Nottingham can do as well as anywhere in the UK? If you are, then you are the sort of person we want!

You will have already demonstrated that you are an outstanding headteacher and leader because you are as happy in the classroom as you are in chairing a meeting or leading academy improvement more widely.

You will be lively and energetic because you know that being a high-profile and visible leader in and around the academy is crucial to the development of a great academy culture and high standards of child behaviour. In doing so, you will inspire your senior team and the staff.

L.E.A.D. Academy Trust prides itself on the support and advice we give to all our Headteachers. That is why the welfare of our academy leaders is as important to us as any policy or strategy. Remember, our Trust Executives are people who have already “been there and done it”, so they know what it’s like on the front line!

This will be a great job for you if you’re someone who wants to make a tangible difference to the lives of children and young people. After all, they have just one chance of receiving the education they deserve.

We look forward to receiving your application through our retained consultant, Vonya Campey, who can be contacted at [vcampey@academicis.co.uk](mailto:vcampey@academicis.co.uk) or 07340 010983.

Diana Owen CBE – CEO L.E.A.D. Academy Trust

# Letter from our Headteacher



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Dear Applicant,

Thank you for your interest in the role of Headteacher at Windmill L.E.A.D. Academy.

I am extremely proud to be the Headteacher of Windmill – a vibrant, positive learning community. It is a privilege to work with such enthusiastic, respectful children, supportive families, and a highly committed staff team. Together, our aim is to be the best learning community we can be and to inspire children to learn and be curious about the world around them. This will enable them to embrace new opportunities and have high aspirations to shape their futures, whilst also becoming responsible citizens.

The school building is situated in an area of significant complex challenges, but we have worked hard to create a safe, inviting, and aspirational environment. Originally, a Victorian School, we have also been lucky enough to have a recent modern extension to provide further offices and meeting rooms. The children of Windmill are delightful, making our school a happy, welcoming, and vibrant place to work which is well-resourced.

In a school where we currently have 39 languages spoken by staff and students, the wonderful global dimension of our community saturates our school culture and curriculum. We pride ourselves on our inclusion and diversity.

Our last OFSTED inspection (2019) resulted in a “Good” grading which we have continued to build upon and we constantly strive to be outstanding because that is what our children deserve. The school therefore needs a Headteacher who can maintain the rich climate and culture that the school has and continue to develop a strategic vision and commitment to raising standards to take the school forward, so that every child has access to high quality teaching and outcomes.

We believe in high quality continuing professional development and that it is the cornerstone to ensuring that we fulfil our vision of ‘Igniting Minds; Shaping Futures’. It is through the development of teaching and learning that children will be inspired to learn and in turn this will shape their futures. At Windmill, we all see ourselves as lifelong learners, we actively collaborate in action research projects and use research to inform our practice. As a Headteacher, within the Trust, you also have access to high quality professional development and a wealth of support from the Trust School Director for Nottingham and amongst the Nottingham Hub headteachers.

At school, we encourage leaders to develop their skills to become Leaders in Excellence and work across schools in the L.E.A.D. Teaching School Hub. We have Leaders of Excellence in mathematics, reading, subject leadership and special educational needs and disabilities as well as the headteacher engaging in work for the L.E.A.D. Teaching School Hub. Through deepening our own professional knowledge to support other schools, we also bring back new insights that can help us further develop our own provision. However, Windmill is very much a place to learn whatever your role and we consider everyone to be leaders in their roles and in their own learning.

The school is fortunate to have a strong and supportive governing body, who share our commitment to further strengthen teaching and learning and ensure that all children reach their full potential.

We are also proud to have been awarded the ‘Investors in People’ Gold award, a testament to how well we work together as a team and have strong common values and shared goals.

Applications are invited from those with previous headteacher experience and we would encourage you to visit the school to meet our children and staff.

Teresa Shrestha – Headteacher of Windmill Academy



# Vision and Values



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## Our Vision

Through high expectations, we endeavour to instil in our learners a positive attitude that feeds a passion for life-long learning, a respect for self, others, diversity and the environment. We will deliver an inclusive curriculum that inspires, nurtures and develops the talents of all our learners. By establishing a welcoming, safe and innovative community, that empowers learners to think and work creatively and collaboratively, Windmill L.E.A.D. Academy will support children to become successful, honest citizens, who are curious to learn and adapt in an ever-changing world.

We want children to develop resilience and independence in all academic and social domains that can be transferred to the wider world in a respectful way. Windmill learners will be leaders of their own learning; kind, ambitious and confident builders of their futures. They will be critical thinkers who are reflective, which will enable them to have the courage to live independently and enrich their lives and the lives of others around them.

## Our Values

These core values underpin our vision and everything we do at Windmill L.E.A.D. Academy. They help guide us to lead more meaningful lives through the choices we make and influence our attitudes and behaviours. Furthermore, we want these values to be the key characteristics of our learners.



# Our Curriculum



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Our Global Citizen Threads run through the curriculum. They comprise of:

<b>G</b>	<b>Getting to know you and me: Identity &amp; Culture</b>	
<b>L</b>	<b>Living a Healthy Lifestyle</b>	
<b>O</b>	<b>Our future includes Technology</b>	
<b>B</b>	<b>Be Safe!</b>	
<b>A</b>	<b>Aspirations</b>	
<b>L</b>	<b>Let's look after the planet: Sustainability</b>	



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# What is it like to work at Windmill Academy?

Working at Windmill has given me fantastic opportunities. I started at Windmill as an Assistant Head and I am now Deputy Head. I've had many opportunities: I've trained as a coach, become a Leader of Excellence and I am currently completing further study towards a Masters Degree – this is on top of learning so much about the successful running of a large school, day-to-day. I have been supported at every turn. The best thing about Windmill is that we keep the children at the heart of everything we do.

## – DEPUTY HEADTEACHER

After completing my teacher training School Centred Initial Teacher Training (SCITT) in 2021, I started working at Windmill Academy as a first year Early Year Career Teacher. At this pivotal point of my career, it felt really important to me that I worked in an environment that supported me in my development and actively challenged me to improve my practice. From the moment I started, I have been encouraged and supported in so many ways. I know that no matter the concern or question, there will always be someone ready to help me. We have regular phase meetings, which tailor support directly to our age group; quality Continuous Professional Development (CPD) that has provided me with knowledge linked directly to my Early Career Teacher (ECT) course and I have had allocated meetings with my amazing mentor to support me through my induction years. I have loved working at Windmill for the past two years and I am so excited to continue in my new year group.

## – ECT



# Job Description



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Job Title: **Headteacher** • Pay Scale: **L18-24** • Location: **Sneinton, Nottingham** • Line Manager: **Director of Schools (Primary)**

## Job Purpose

- To provide inspirational, creative and professional leadership and management for the academy.
- To ensure the children are at the heart of every decision and action within the academy.
- To establish high quality, effective systems and policies in all areas of the academy's work.
- To establish high quality education and outcomes through effective leadership of teaching and learning.
- To establish a culture that promotes excellence, equality and high expectations of all children.
- To ensure that strategic planning is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes.
- To establish and develop genuine partnerships to support the work of the academy and Trust.
- To ensure that the academy provides a safe and happy environment that promotes the welfare of children.
- To ensure there is an ethos of safeguarding and that all safeguarding and child protection policies are adhered to by a staff team that is confident to keep children safe.

## Duties and Responsibilities

### Strategic Direction and Development of the Academy

- Provide inspiring, creative and purposeful leadership for the staff and children.
- To work in partnership with the Trust, the governing body, staff and parents, generating the ethos and values which will underpin the academy.
- To co-create and implement an Academy Improvement Plan which will secure continuous improvement and support the principles of L.E.A.D. Academy Trust.
- To keep up to date with current research into education, particularly teaching and learning and to contribute to the academy improvement planning.
- To monitor and evaluate the performance of the academy and respond and report to the governing body and the Trust as required.
- To ensure that management, finances, resources and administration of the academy supports its vision and aims and maximises value for all children.
- To ensure that policies and practices take account of national, local and academy requirements and apply sound educational practice through evidence based pedagogy.
- To regularly monitor, evaluate and review the impact of policies, priorities and targets and take rapid action to improve if necessary.
- To inspire all those involved in the academy to commit to its aims, to stay motivated to achieve them and to be involved in meeting long, medium, and short-term objectives to secure the educational success of the academy.
- Develop an outward facing academy to collaborate with other academies in the Trust, parents, the wider community and partners to champion best practice and enhance the education and safeguarding of children.



I love the level of diversity present at Windmill and how each child respects, values and appreciates learning about different religions and cultures. The children at Windmill are always striving and reaching for the stars. They celebrate their achievements and are proud of the learning that takes place in the classroom.

– TEACHER



Being part of the Windmill team has been an amazing journey, the level of passion I see on a day to day basis is nothing but inspiring. Everyone is very supportive and attentive, I truly enjoy being part of such an amazing team. I love seeing the progress, the development and the confidence I have made in my career.

– **TEACHING ASSISTANT**

## Teaching and Learning

- Continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- Ensure that children develop study skills in order to learn more effectively and with increasing independence.
- Determine, organise and implement a policy for the personal, social and moral development of children.
- Monitor and evaluate the quality of teaching and learning and achievement of all children through appropriate methods.
- Determine and implement policies which ensure inclusion, diversity and equality of access for all children.

## Leading and Managing Staff

- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting in line with the academy's improvement plan.
- Promote and monitor the continuing professional development of all staff to support career progression and the academies succession planning.
- Hold staff to account for their professional conduct and practice, both contractually and where relevant as specified in the Terms and Conditions of Service of Teachers.
- Ensure that a Deputy Headteacher or suitable person, assumes responsibility for the discharge of the Headteacher's function at any time when absent.

## Efficient and Effective Deployment of Staff and Resources

- Work with governors and senior colleagues to recruit, retain, deploy and develop staff of the highest quality.
- Make arrangements for the security and effective supervision of the academy buildings, their contents and the grounds.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control in line with the Trust's agreed financial arrangements.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, health and safety regulations and community use.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve childrens achievements, ensure efficiency and secure value for money.
- Promote harmonious working relationships among the staff team. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.



## Accountability

- Continue to develop an academy in which all the staff recognise that they are accountable for the success of the academy. Ensuring the celebration of success as well as addressing areas of weakness.
- Present a coherent and accurate account of the academies performance in a form appropriate to an audience, including governors, the Trust, parents, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and children are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and together with efficiency and value for money.

## Influencing and Managing Relationships

- Senior Leadership Team within the Academy
- Central Trust Senior Leadership Team
- Director of Academies
- All teaching and support staff
- Parents and Carers
- Other third party organisations as required

## Other Academy Specific Responsibilities

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipated changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.



I love seeing the children having a great start to the day enjoying freshly baked bagels, fresh fruit and cereal at breakfast club.

– KITCHEN TEAM MEMBER

# Person Specification



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This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D = Desirable criteria)

		E	D
<b>Qualifications and Attainments</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Experience of headship within the primary phase</li> <li>• Has undertaken recent and relevant further professional development</li> <li>• Higher qualification in education and/or National Professional Qualification in Headship (NPQH)</li> </ul>	E E E	D
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to formulate a clear strategic vision for academy improvement and translate this into strategic objectives, longer term plans and specific outcomes</li> <li>• Knowledge of systems for academies self-evaluation, effective monitoring and inspection</li> <li>• Sound knowledge and understanding of wider educational agenda including national policies and educational issues as well as statutory and the legal framework governing the operation of an academy</li> <li>• Demonstrates an understanding of the statutory, financial and budgetary processes required in the management of an academy, including Best Value measures</li> <li>• Able to monitor performance to ensure high standards and the development of professional practice among academy staff</li> <li>• Promotes a strong culture of collaborative working where every member of staff is valued as an essential member of the team and can fulfil their potential</li> <li>• Knowledge of statutory requirements for Special Education Needs &amp; Disorders (SEND)</li> <li>• Knowledge of current legal requirements, including health and safety, national policies and guidance on the safeguarding and promotion of the wellbeing of children</li> <li>• Understand the role of the academy in the community and actively seek to develop a greater collaboration with members of the community</li> <li>• Effectively communicate both written and orally to a range of audiences including parents, governors and outside agencies</li> </ul>	E E E  E E E E E E	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Substantial experience with a record of excellent teaching</li> <li>• Significant experience of Academy Leadership</li> <li>• Proven track record of raising educational standards</li> <li>• Leadership experience at more than one academy</li> <li>• Evidence of setting ambitious goals and targets; using data and benchmarks to monitor and judge progress</li> <li>• Successful experience of positive behaviour management and development of a child focused inclusive and effective learning environment</li> <li>• Experience of successfully leading change and inspiring others</li> <li>• Track record of working in collaboration with other academies to realise improvement and raise standards</li> <li>• Experience of developing and maintaining effective relationships with the local and the wider community, including parents to enhance learning and educational achievements</li> </ul>	E E E  E E E E E	D
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Approachable, enthusiastic and creative</li> <li>• Lead by example, demonstrating integrity, resilience and clarity</li> <li>• Passionate about education</li> <li>• Ability to work under pressure, think creatively and to anticipate and solve problems</li> <li>• Commitment to the encouragement, empowerment and training of all staff</li> <li>• Deal sensitively with people and resolve conflicts</li> <li>• Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas</li> </ul>	E E E E E E E	
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>• This role is subject to an enhanced Disclosure &amp; Barring Service</li> <li>• May be required to travel to other Trust locations or third party services as part of the role</li> <li>• Hold a driving licence and have access to own vehicle</li> </ul>	E E	D

# ACADEMICIS

## How to apply:

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Vonya Campey at Academicis: [vcampey@academicis.co.uk](mailto:vcampey@academicis.co.uk) or 01223 907974 / 07340 010983. Please email your application to: [vcampey@academicis.co.uk](mailto:vcampey@academicis.co.uk)

Closing date: Wednesday 20th September 2023 • Shortlisting date: Thursday 21st September 2023  
Interviews: Thursday 28th and Friday 29th September 2023

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L.E.A.D. Academy Trust  
Lead • Empower • Achieve • Drive