

Headteacher Candidate pack

A unique opportunity for an outstanding school leader



St George's CofE Academy

Our love of learning leads to excellence

**'Children are a gift from the Lord;
they are a reward from him'**

Psalm 127:3



Welcome message from the CEO

Thank you very much for requesting the details for the post of Headteacher of St George's Church of England Primary School. The school joined the Birmingham Diocesan Multi-Academy Trust in September 2017 as a founding member of the Trust.

We are looking for a very experienced school leader who has enthusiasm to lead this warm and welcoming school in the Ladywood / Edgbaston area of Birmingham. We are seeking to appoint a person who is able to develop and lead with a strong vision and who fully understands the Christian distinctiveness of a Church of England school. We are therefore looking for a leader who will actively support and promote our ethos in every aspect of school life.

In all of our schools we aim to provide outstanding education, supported by excellent pastoral care and high standards of behaviour, set within a distinctive ethos. We want to equip our pupils with academic achievement, experiences and personal attributes to enable them to succeed in the next stage of their education.

I hope the following pages will give insight into our vision and ambition for the work of the Trust as well as practical details about the post itself. An information pack can only partly reflect the role and therefore I encourage prospective candidates to contact me to discuss the post in greater detail.

Yours faithfully,

Dr Christopher Mansell
Chief Executive Officer



The post

Academy: St George's Church of England Primary School, Edgbaston

Job title: Headteacher

Salary: L18 - L24 – starting point on this scale will be determined by previous experience and in discussion with the CEO

Location: Ladywood / Edgbaston, Birmingham

Start date: 1st January 2023 or as soon as possible after this date

Closing date: 12 noon Friday 7th October 2022

Interviews are scheduled to take place 17th October 2022

To arrange an informal enquiry, please contact BDMAT's Chief Executive Officer, Christopher Mansell through his PA, who can be contacted at enquiries@bdmat.org.uk or telephone 0121 828 3523.

Further details of the school, Trust and post can be found at <https://bdmatschools.com/> and also on the school's website <https://www.stgeorgesb16.com/>.

How to apply: please click [here](#) to apply.

As this post is for a headteacher of one of the diocesan church schools we also request that applicants provide us with the name and contact details of a third referee. Your third referee will be asked to comment specifically on your suitability to be the spiritual and educational leader of a Church of England school. If you are a committed member of a church or faith community, please ask your church or faith leader to be your third referee and nominate them on the application form. Alternatively, please ask someone who is able to comment meaningfully on your qualities which will enable you to lead a Church of England school.

Visits to the school are very much welcomed and encouraged and can be arranged through the school by contacting the Diane Regan in the school office on 0121 464 2789

Birmingham Diocesan Multi-Academy Trust (BDMAT) is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.





We welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. BDMAT is a Disability Confident employer and a member of Stonewall's Diversity Champion programme.



Information about the school



Our school motto: *'Our Love of Learning Leads us to Excellence'*, describes our belief that every child is unique and can achieve beyond expectation. Children are encouraged to enjoy the challenges that learning holds and strive for academic achievements. Our aim at St George's is to have a happy school where children find a trigger that ignites their passion to motivate them.

St George's is a family where we share and celebrate our diversity together. We offer space and time to develop spirituality and humanity so that all can feel safe and valued in our school community. One of the most important Christian values is that of respect for others, and we show this by welcoming children from all backgrounds. We encourage children to develop within the faiths and beliefs of their own families. Our school is rich in many cultures and children come from a wide variety of heritages, which we embrace in our school ethos.



The school is deeply committed to offering all our children a wide range of opportunities; the school has a rich history of offering a programme of cultural capital such as art, music, community events, residential etc; these are a real strength of the school.

We were one of the six founding schools of Birmingham Diocesan Multi-Academy Trust (BDMAT) and we are driven by a desire for our children to experience 'life in all its fullness'. In order for this to be achieved we want to equip the children in our school community with the skills needed to make informed choices in the future. This means providing all with not only academic but creative skills that will help give every opportunity whilst developing the character of the child in order for them to be able to enrich the world around them; be it at a local, national or even global level.

St George's looks to the future with confidence, a strong sense of unity and moral purpose underpinned by its Christian distinctiveness.

Mission statement

At St George's Church of England Primary School, we offer an exceptional educational experience founded on Christian values. We welcome children from all faiths and no faith and seek to inspire in them a love of learning, a passion to fulfil their potential and a commitment to serve the community.

School Beliefs and Values

Children are a gift from the Lord;
they are a reward from him.

Psalm 127:3

At St George's we believe that children are a gift from God and that everyone who belongs to St George's school is important and valued. This includes all children, parents and carers, staff, Governors and Trustees. All stakeholders at St. George's have decided upon our 'High Five' values that underpin our school ethos and distinctiveness as a Church of England School servicing a multi-faith and diverse community. Jesus' teaching of respect for God, each other and ourselves, is such a core value at St George's that it has a place on the palm of the High Five hand and the other 'High Five' values contribute towards demonstrating respect, a love of God, each other and ourselves. They are placed on each finger.

We encourage our children to make the 'A' choice. Through engagement with adults and by seeking help they build trusting relationships that resolve conflict and promote harmony. Children are expected to conduct themselves with pride and discipline. Our team encourage this with a shared expectation and vocabulary where there is mutual



respect. An example of this is through the use of 'LEAF' for lining up and transitioning around school. Staff demonstrate this by modelling positive behaviours, good manners and speaking to children in a calm and focused way.

Our 4Rs encourage independence and confidence in children and adults as well as developing positive learning behaviours. We aim to build Relationships, become Resilient, stay Reflective and demonstrate our Resourcefulness.

Our positive approach to behaviour management is upheld through the use of our house point reward system, positive play and positive language with a zero tolerance on defiance, inappropriate language or rough play.

The children have opportunities to take the lead, whether it is through leading in their classroom, leading collective worship or in their free time. Children and Parents help to lead and support our school through the Student Council, Worship Council, Family School Association and Parent Forum.

We have high expectations that encourage all to engage in learning and develop themselves. We offer space and time to develop spirituality and humanity so that all can feel safe and valued in our school community.

Ofsted: The last inspection of the school was in May 2022 when the school was judged as 'good' in all areas. The Ofsted report can be located at:

<https://www.stgeorgesb16.com/school-tour/ofsted>

SIAMS: The school's last church school inspection (SIAMS) was in May 2016 when the school was awarded an overall judgement of 'outstanding'. The report can be located on the school's website at <https://www.stgeorgesb16.com/school-tour/ofsted>



Information about BDMAT

St George's C of E Primary School is part of the Birmingham Diocesan Multi-Academy Trust (BDMAT) and therefore is supported by and connected with a network of Church of England schools within the region. The Trust was established in 2017 by Birmingham Diocesan Board of Education, which has a strong track record of providing excellent educational provision and achieving rapid school improvement across all phases. The Trust currently has 19 schools, spread across three local authority areas: Birmingham City (10 schools), Warwickshire (6 schools) and Solihull (3 schools) including our first secondary school, Christ Church CofE Secondary Academy which opened in Yardley Wood in September 2021.

The vision of the Trust is to ensure pupils have 'life in all its fullness'; providing an education that will offer a wide range of opportunities and experiences within a Christian framework.

The BDMAT board consists of Members and Directors with committees to support and challenge the leadership team. The school is also supported by the local governing body of St George's C of E Primary School.

BDMAT's mission is:

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good work / life balance and are fulfilled in their roles.

BDMAT's strategic aims:

Strategic aim 1: Ensure that education is led by BDMAT's vision and values and promotes pupils' social, moral and spiritual development, and for our Church of England schools these are embedded within a Christian ethos.

Strategic aim 2: Work in partnership with parents.

Strategic aim 3: Develop pupils' holistic growth, in particular their cultural and physical development.

Strategic aim 4: Provide pupils with broad and balanced curricula that equip them to thrive, achieve their goals, succeed in later life and contribute to a diverse society and respect the environment.



Strategic aim 5: Provide pupils with effective pastoral support and safeguarding arrangements that meet all national and local requirements.

Strategic aim 6: Be at the heart of the communities that we serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support our communities.

Strategic aim 7: Ensure that the vast majority of pupils make good or better progress and as a result attainment is high or improving rapidly.

Strategic aim 8: Ensure that all of our schools are graded 'good' or better by Ofsted or are improving quickly towards achieving 'good' at the next inspection.

Strategic aim 9: Provide good provision for SEND and disadvantaged pupils in order that their needs are met and that they make good progress.

Strategic aim 10: Ensure that the practice of staff is enhanced by high quality professional development and performance management systems.

Strategic aim 11: Ensure the Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff.

Strategic aim 12: Ensure the Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils.



Christian Ethos

The Church of England, and the Birmingham Diocesan Multi-Academy Trust, believes that every child is unique and deserves the very best education, and therefore we believe that education should be provided for pupils that allows:

Educating for Wisdom, Knowledge and Skills

Church of England schools provide excellent academic education and enable every individual to know *how* to apply those skills.

Educating for Hope and Aspiration

In Church of England schools, education goes beyond the classroom and affects every part of our pupils' lives. Through ongoing pastoral support for young people and their families, Church of England schools aim to encourage confidence, generosity and compassion, and to equip every individual to engage effectively with those around them and the wider world.

Educating for Community and Living Well Together

Church of England schools are places where collaboration, teamwork and respect for each other are valued and prioritised within the school life. A Church of England school is a safe environment where people respect and care for each other, behave well and share the belief together we can achieve more.



Job description: Headteacher

Responsible to the Chief Executive Officer

Birmingham Diocesan Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Core Purpose

The Headteacher shall carry out the professional duties as described in the School Teachers' Pay and Conditions Document and would be expected to have considered these in relation to the school where you are based.

The Headteacher is accountable to the CEO for ensuring the educational success of the school within the framework of the school's and BDMAT's strategic plans. The Headteacher will provide professional leadership and management to the school and must establish a culture that promotes excellence, equality and high expectations of all pupils. The Headteacher will support and promote the Christian distinctiveness of the school and the aims of BDMAT.

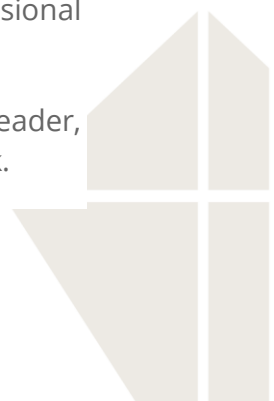
Responsibilities

To be accountable to the CEO for:

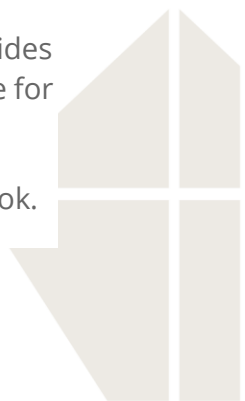
- Supporting and promoting the school's Christian distinctiveness and preparing the school for SIAMs inspections.
- Supporting and promoting BDMAT's vision, values, aims and goals including our specific strategic aims as follows:
 - Education is led by BDMAT's vision and values, and for our Church of England schools these are embedded within a Christian ethos.
 - We work in partnership with parents and carers to promote pupils' social, moral, spiritual, cultural and physical development within happy and caring environments.
 - Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment.



- Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.
 - Our schools are at the heart of the communities that they serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support their community.
 - Working in partnership with parents and carers, we promote pupils' intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.
 - All of our schools are graded at least 'good' by Ofsted or are improving quickly towards achieving 'good' at the next inspection.
 - The practice of staff is enhanced by high quality professional development and performance management systems.
 - The Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff.
 - The Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils.
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- Liaise with the incumbent and ensure a daily act of Collective Worship takes place at the school, seated in the Christian tradition.
 - Working towards meeting all key performance indicators set for the school by the BDMAT board and the LAB.
 - Ensuring the effective implementation and embedding of the agreed vision, principles and policies within the school.
 - Providing leadership across all aspects of the internal organisation: professional leadership, management, and control of the school.
 - Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school's work.



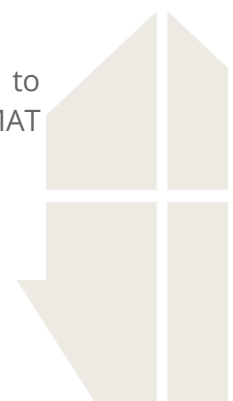
- Having the line management responsibility for the Deputy Headteachers as well as the line manager for the administration and site leaders and other staff within the school.
- Promoting excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole person as well as academic);
- Ensuring that a high-quality educational experience is available for all children.
- Creating a positive culture of support and high expectations, in order to achieve the school's and BDMAT's Strategic School Development Plan, raise standards and improve the quality of teaching.
- Ensuring that teaching in all year groups is at least 'good'.
- Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent, and excellent systems and provision for all, actively promoting inclusion.
- Ensuring effective and appropriate pastoral support is available to children and staff in the school, including for their mental well-being.
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.
- Keeping informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant, and inspirational and contributes to outstanding educational and whole person outcomes.
- Ensuring creativity, innovation, and the use of appropriate new technologies to achieve excellence.
- Developing an inclusive and supportive approach so that the school is a place where all children and the wider school community feel welcome.
- Managing and organising the school environments efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring that the allocation and use of accommodation within the school provides a positive learning environment that promote the highest achievement possible for all.
- Following the requirements of the latest version of the DfE Academies Handbook.



- Promoting, embedding, securing and monitor all agreed school and BDMAT policies.

Leading Learning and Teaching

- Drive and inspire a passion for learning in every member of the school' community.
- Provide a model of outstanding practice to all staff in teaching and school leadership.
- Secure and sustain effective teaching and learning throughout the school by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups.
- Build a collaborative learning culture within the school and actively engage with other school within the wider BDMAT family to build effective learning communities, especially those within BDMAT's Central Birmingham Hub.
- Work with all staff to build effective teams.
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff.
- Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below.
- Ensure the effective and consistent implementation of BDMAT's Performance Management Policy and other systems of quality assurance and professional development of teachers.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school and the wider BDMAT family.
- Develop capacity, through coaching and mentoring members of the SLT.



- Keep abreast of educational developments and best management practice to introduce appropriate innovation and contribute to joint practice development.

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Advise Governors on the formulation of the annual budget in order that the school secure its objectives.
- Receive and approve the school budgets to ensure that the school meets its objectives.
- Manage the financial and human resources effectively and efficiently to achieve the educational goals and priorities.
- Seek opportunities to invite parents and carers, community figures and those from the wider BDMAT family, business, or other organisations into the school to enhance and enrich the school and value to the wider community.

Developing Self and Working with Others

- Work closely with the incumbent to bring the church into the school and the school into the church
- Treat everyone within the school and the wider community fairly and equitably.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance in accordance with Trust / school appraisal and capability policies and procedures.
- Ensure a high standard of professional development for all staff and for self, including attending all mandatory training events.
- Work with the SLT to recruit and retain staff of the highest quality, in line with Trust policy and safer recruitment procedures.
- Work with senior colleagues to deploy all staff effectively to improve the quality of education provided.
- Challenge, motivate and empower others to attain ambitious outcomes.
- Regularly monitor the budget for the school and the use of resources.



Securing Accountability

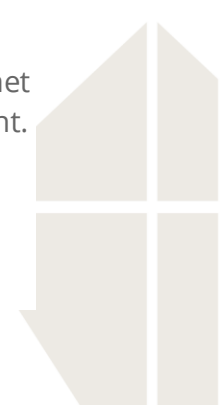
- Work with the LAB to enable them to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.
- Develop a school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Develop and present a coherent, understandable, and accurate account of each school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community

- Build school cultures and curriculum which takes account of the richness and diversity of each school's community.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and within the BDMAT community of schools.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Shaping the Future (Strategic Leadership)

- Work with the SLT, LAB, and Trust to develop the shared vision and strategic plan for the school, which is responsive to the communities it serves. At the core of this should be the educational and personal development of the pupils.
- Work with the Trust, LAB, and staff to define and implement the school's vision and strategic direction so that it is understood and acted upon by all stakeholders.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement.
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong educational environment.
- Ensure the school achieves its performance targets.
- Demonstrate the vision and values of the school in everyday work and practice.



- Motivate and work with others to create a shared culture and positive climate.
- Promote the school and develop effective and productive relationships with a wide range of stakeholders.
- Secure the commitment of parents and the wider community to the vision and direction of the school.

Equal opportunities

- Take responsibility, appropriate to the post, for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and BDMAT, in line with national requirements.
- Ensure that all safeguarding policies and procedures adopted by the LAB and BDMAT are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated persons and other staff to discharge their safeguarding responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Health and Safety

- Work in compliance with the school's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act (2000).



As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

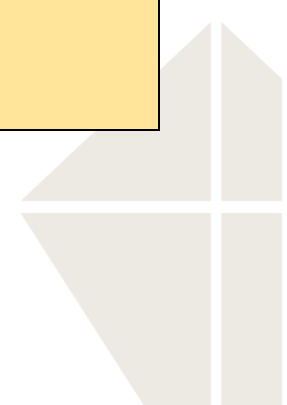
This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed. The work of all MATs and schools change and develop continuously which in turn, requires employees to adapt and adjust. The functions/responsibilities above should not therefore be regarded as immutable but may change commensurate with the grading of the post. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation. Any major changes will involve discussion and consultation, which if wished, may involve a Trade Union/Professional Association representative.



Person specification: Headteacher

<i>Category</i>	<i>Essential</i>	<i>Desirable</i>
1. Christian ethos	<ul style="list-style-type: none"> To actively support and develop the school's and Trust's Christian ethos 	<ul style="list-style-type: none"> Experience of effective senior leadership in a primary Church of England school
2. Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status A 'good' degree from a recognised university 	<ul style="list-style-type: none"> NPQH
3. Experience	<ul style="list-style-type: none"> Proven track record of successful school leadership at either headteacher or deputy headteacher level Experience of providing high standards of pastoral care Experience of successful curriculum development that meets the current requirements of Ofsted 	<ul style="list-style-type: none"> Teaching and/or school leadership experience in the Academy sector
4. Professional Development	<ul style="list-style-type: none"> Ability to identify own learning needs and to support others in identifying their learning needs Experience of working with other schools/organisations /agencies Experience of leading / co-ordinating professional development opportunities 	
5. Strategic Leadership	<ul style="list-style-type: none"> Ability to articulate and develop the Trust's vision and Christian ethos Evidence of having successfully translated a strong vision into reality at whole-school level as a headteacher or deputy headteacher Ability to inspire and motivate staff, pupils, parents and governors to achieve the Trust's aims of the school and meet their high expectations Evidence of successful strategies for implementing whole-school plans Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets Knowledge and experience of what constitutes quality in primary provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils 	<ul style="list-style-type: none"> Understanding of and compliance with the ESFA Academies Handbook

	<ul style="list-style-type: none"> • Understanding of and commitment to leading on the safeguarding of pupils and staff • Ability to build and maintain good relationships with a range of stakeholders 	
6. Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all pupils at the school • A secure understanding of assessment strategies • Experience of effective monitoring / evaluation of, and intervention in, teaching and learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • High quality teaching skills • Up to date knowledge of current external accountability frameworks 	<ul style="list-style-type: none"> • Experience as a provider of professional development to other teachers • Experience of using the Instructional Leadership model of coaching
7. Managing Staff	<ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of working with governors/trustees to enable them to fulfil their responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising • Successful involvement in staff recruitment, appointment /induction 	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate school performance effectively, orally and in writing to a range of audiences • Ability to provide clear information and advice to staff and governors • Awareness of DfE performance measures applicable to the school • Experience of leading a school through an Ofsted inspection as a headteacher or deputy headteacher 	<ul style="list-style-type: none"> • Experience of leading sessions to inform parents and carers on aspects of school performance • Experience of SIAMS



<p>9. Personal Attributes</p>	<ul style="list-style-type: none"> • Ability to diagnose and intervene wisely when solving problems • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others • Empathy with pupils/parents • Excellent communication and negotiation skills • Excellent presentational skills • Stamina and resilience 	<ul style="list-style-type: none"> • Ability to manage public relations effectively including high profile contexts
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