

September 2017

Mr C King, MSc PGCE NPQH
Chief Executive Officer
& National Leader of Education

Thank you for your interest in the role of Principal at Baxter College.

This role represents an exciting opportunity for the right candidate to work with the Trust to lead the school through the next phase of its development. Baxter College joined Severn Academies Educational Trust during the spring term 2017 following a re-brokerage from its single academy status. As a sponsored academy Baxter College has no formal inspection history but during its last inspection in June 2015 the school was judged inadequate overall and placed in special measures.

The school has made strong progress since this time, staff are committed and open to continued improvements and the local community are supportive of the school and its work with young people. Being part of our Trust and working within our Headteacher Group means that the next Principal will have the support network needed to ensure that Baxter College continually improves. It is envisaged that the successful candidate's role will continue to grow as the Trust expands and in time additional professional development opportunities to contribute to the wider multi academy trust will be available.

The Trust's partnerships and networks are extensive and Baxter College benefits from the opportunities for personal and professional development for all staff that membership of the Trust's Teaching School Alliance brings, including access to a variety of leadership programmes. The school is involved in the training of teachers through our Trust's SCITT programme which ensures a continued supply of high quality new entrants to our profession.

Baxter College has seen significant capital investment in recent years via CIF bids for the continued development of its buildings and site. The school has some excellent facilities and we envisage the continuation of capital investment over time.

The Severn Academies Educational Trust is a recently developed trust that includes both primary and secondary schools across the Wyre Forest, with a planned growth to approximately ten to fifteen schools. We are a sponsoring academy trust, and as such work with schools in a variety of contexts to ensure that all students have the best possible experiences and fulfil their potential. We have a clear vision, shared ethos and strong support structure for all our school leaders. In particular, one of the most effective of these support structures is the Trust's Headteacher Group, of which you will be part. This is a key aspect of our operation which ensures the family of leaders can learn and benefit from each other's experiences. It also enables strong relationships to grow between schools that help all of us to work together to support the students and families in our communities.

We have seen much change in education over recent years and I certainly saw school leadership evolve in the ten years I spent as Headteacher / Principal and working with schools both within inspection and as an NLE. What is clear is that the development of groups of schools working together is key to continued growth; this in turn depends on teams of leaders working together. We hope you are interested in joining our team. If you would like the opportunity to look around the school or an informal conversation with me about the post, please contact Andrea James on 01299 872950 or email ajames@shs.worcs.sch.uk.

I look forward to having the opportunity to share more of what we do and the opportunities this post provides.

Yours sincerely



Mr C King
Chief Executive Officer



Quality provision enables everyone to achieve together

Principal Mr T. Waites MSc NPQH
Vice Principal Ms C. Gibson MA NPQH

September 2017

Message from the Local Governing Body

The Local Governing Body (LGB) was formed in the spring term 2017 when the school became part of the Severn Academies Educational Trust (SAET). We work closely with the senior leadership team at Baxter College and Directors of the Trust Board to drive the school forward.

As members of the LGB, we are ambitious for the school to become outstanding in all areas and put the students’ – their progress and well-being – at the heart of everything we do.

We strongly believe Baxter College is an inclusive school that welcomes all students regardless of background. We aspire to enable every child to reach their potential and be well rounded , valuable members of society: to leave Baxter College with the best credentials to enter further training, higher education or employment and the motivation to continue as lifelong learners

We expect our teachers and leaders to inspire our students to achieve and to work together in an atmosphere of collaboration and openness in which all staff benefit from mutual support.

Through our membership of SAET we also expect all staff to have the opportunity for professional development and for career progression to be available to them within the Trust.

The LGB is self-reflective, seeks members with a range of relevant skills and expertise and works to an annual action plan, to ensure its own effectiveness.

The role of Principal at Baxter College is fundamental to all of the above and achieving rapid and sustained improvement for our school and young people.

Sarah Beadsworth
Chair of the LGB - Baxter College



@BaxterCollege

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@BaxterCollege



Baxter College - Job Description

Post: Principal

Scale: L28-33

Reporting to: Chief Executive Officer (Severn Academies Educational Trust)



Core Purpose:

To provide outstanding professional leadership and management to the school that ensures our central place in the community and our continued improvement against the changing educational landscape. This leadership will secure further success for the school, promoting the highest standards for all and providing an exceptional, well-rounded education for students. To work within and contribute to the successful development and growth of the Severn Academies Educational Trust.

Shaping the organisation:

- Work with the CEO, SAET leadership structures, local governing body and others to create and deliver a shared vision and strategic planning for the school which inspires and motivates students, staff and all other members of the school community and develops the ethos of the school linked to its core aims and values.
- Work with SAET and the local governing body to analyse and plan for the future needs and further development of the school within the local, national and international context, providing relevant information to the governing body to support governors in carrying out their statutory duties.
- Lead strategic change and innovative organisational development in order to drive improvement and promote 'outstanding outcomes for all'.
- Provide strategic leadership that secures the delivery of the highest standards of attainment and personal development for students and staff.
- Clearly articulate values and a moral purpose, focused on providing a world-class education.
- Ensure effective financial management, monitoring, planning and reporting within the Severn Academies Educational Trust's scheme of delegation that leads to and supports continued improvement.

Leading the school community:

- Lead the selection, appointment, deployment and management of high-quality staff to ensure that outstanding learning takes place throughout the school.
- Motivate others to create a shared learning culture and positive climate through distributed leadership.

- Be responsible for improving further the quality of teaching and learning to ensure outstanding student attainment, achievement and progress within the school, through sustaining highly effective teams, creating a culture of individual and collective accountability.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and student well-being.
- Ensure an equality of opportunity and access to excellence and support through a broad understanding of safeguarding and child protection, safer recruitment and SEND.
- Ensure that all members of the school community promote excellence, equality and high expectations for all students within the school and wider context of the Trust.
- Be responsible for developing effective relationships and communication, which underpin a professional learning community that enables everyone in the school to achieve. This will involve building a successful organisation through effective collaboration with others including parents.
- Develop staff with the necessary skills and knowledge to promote equality, respect and diversity.
- Lead and develop further a range of continued professional development opportunities for all staff that feed into both personal development and school improvement, planning for succession and developing others.
- Demand ambitious standards, attainment and progress for all students and staff, overcoming disadvantage and advancing equality.
- Ensure the smooth day to day running of the school.

Leading systems and processes:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Develop further the rigorous, fair and transparent systems and measures already in place to further manage and develop the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account, allowing creative and innovative research and development into future educational planning.
- Ensure the collection of a rich set of data to review and understand the strengths and weaknesses of the school and make professional decisions based on informed judgements.

Leading the self-improving system:

- Maintain and build further the outward facing aspects of the school generally and within the context of SAET to champion best practice and secure excellent outcomes for students.
- Challenge educational orthodoxies in the best interests of achieving excellence.
- Ensure excellent training and development opportunities for current and future staff, building greater capacity.
- Conduct rigorous self-evaluation and school development planning.
- Initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement.
- Acknowledge excellence and challenge poor performance across the school.
- Seek opportunities to foster collaboration with other schools and organisations to enhance teaching and learning.
- Contribute to the development of the education system by sharing effective practice via working in partnership.
- As a school community leader, contribute to building a strong, cohesive and sustainable community.

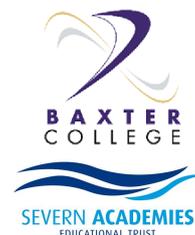
Securing accountability:

- Further develop a unique ethos reflecting the values of fairness, excellence and ambition which enables everyone to work collaboratively.
- Ensure individual and group accountability are clearly defined, shared and owned so that everyone understands their role, impact and responsibilities in the organisation.
- Ensure every student is known, cared for, challenged and supported so that they can succeed.
- Ensure all statutory requirements are met.
- Ensure a safe learning environment, which sets the safety of children, young people and the whole school community at the heart of its working practices, ensuring that child safeguarding practices are fully embedded.
- Ensure that parents/carers and students are well informed about all aspects of the school and, in particular, about attainment, progress and targets for further improvement.

Note: This job description is not prescriptive and may be changed, in consultation with the postholder, to meet the changing needs of the school and needs of the wider Trust (SAET).

Baxter College - Person Specification

Principal



EDUCATION AND QUALIFICATIONS

A good first degree or equivalent plus Qualified Teacher Status

Evidence of relevant Continuing Professional Development (eg NPQH, MEd)

SCHOOL LEADERSHIP AND MANAGEMENT

Evidence of sustained success in leadership/management at a senior level in a secondary school

Collaborates effectively with Governors and SLT colleagues to set strategy and targets, monitor delivery and identify/manage strategic risks

Has proven success in school improvement through self-evaluation, action planning and rigorous performance management, tackling obstacles or poor performance promptly and assiduously within a framework of excellent employment practice

Able to build and sustain highly effective teams. Creates a culture of individual and collective accountability and can engage, motivate and empower SLT colleagues to work efficiently, aligned to a clearly defined common purpose

Oversees financial management and resource planning with confidence, to secure the best outcomes for students

Adept and creative in forming real partnerships with stakeholders that effectively promote excellence

Has a broad/current understanding of Safeguarding/Child Protection, Safer Recruitment

Supports and promotes innovation and curriculum development to enhance learning outcomes

Provides exceptional learning and personal development opportunities for all students, whatever their background or starting point, to enable them to be 'the best they can be' and realise their potential

Strong credentials in developing innovative responses to national policy which allow all young people to feel valued and succeed whatever their starting point

Committed to nurturing talent of (teaching and support) staff, encouraging them to develop skills and leadership capability/capacity, using distributed leadership and active succession planning to broaden opportunities

ETHOS AND VALUES

Offers a clear and compelling vision of educational excellence and aspiration, and provides a reassuring and involved presence around the school

Is committed to inclusion support for every individual in the school community

Sets and upholds high standards of moral, emotional, social and cultural development, within an environment of openness, mutual respect and trust

Actively supports and encourages a broad range of enrichment and extra-curricular opportunities for all, ensuring a global education and the promotion of fairness, responsibility and resilience in all students

Promotes and engages with Student Voice initiatives, to create a visible and vibrant whole-school commitment to improvement which embraces the ideas and creativity of students of all ages and abilities

PERSONAL SKILLS, QUALITIES AND ABILITIES

An inspiring leader, with exceptional people skills and an engaging, positive demeanour, who instils confidence and role-models the values and behaviours s/he expects of others

A skilled communicator: listens carefully and responds confidently and with authority in every school community (students, parents, staff, Governors) and beyond

Strategic and innovative: a clear thinker and practical problem solver, with experience of delivering change with sensitivity

Empathetic, consistent and personally resilient: treats every student and member of staff as a whole individual, expected to do their very best but also deserving of respect, inclusion and support

Reflective: aware of his/her own strengths and weaknesses, actively solicits and responds constructively to feedback and seeks to learn from and with others

Acts with courage, conviction, integrity and curiosity to secure best outcomes

A change maker, recognising the key aspects of a shifting educational landscape and having the individual strength and political acumen to drive through policy and practice

Has the academic vision and capacity to identify, develop, celebrate and share outstanding practice across the school (department to department)

Outward-looking and ambitious in seeking new ways to deliver better or more cost effective outcomes, but without discarding existing good practice. Finds and consolidates what works as the foundation for change in areas requiring improvement

Alert and responsive to changes in the academic landscape and national policy, but discerning in choosing those initiatives which best fit the Baxter College context

Calm and measured in implementing organisational and culture change: encourages staff to contribute to thinking, explains why and how hard choices are made, and invites them to help with implementation so as to win the support, confidence and co-operation of the professional community

PARTNERSHIP

Committed to developing and sharing best practice within Baxter College and SAET

Able to establish productive collaborative partnerships and networks with individuals, organisations and businesses

WASH - active and influential in the local Secondary Heads' Association (WASH), aiming to create a balanced and sufficient provision across the area

Maximising opportunities through collaboration with the Habberley Learning Campus schools (Wyre Forest Special School and St John's C.E. Primary)

About Our School

Baxter College is a vibrant, caring school where every child is supported to succeed in life.

We have high expectations for all our students and are passionate about inspiring students to develop into well-rounded individuals who are equipped for their onward journey into further education at college or university, employment or training.

Our school motto 'Achieving Together' encourages students to develop independence and resilience, to help them exceed their aspirations and continue a love of learning throughout their life.

Every student should be able to enjoy high quality lessons and we are committed to delivering inspirational teaching that develops aspirational learners. Providing a positive climate for learning, that is challenging and engaging across the curriculum allows our students to thrive.



Learning beyond the classroom

What makes us stand out is the variety of experiences and opportunities provided for our students, both in and outside the classroom, to enable them to thrive both academically and socially and mature into confident, tolerant citizens.

We offer a comprehensive range of activities to engage all students including a variety of sports, creative and performing arts, Duke of Edinburgh scheme and the Science, Technology, Engineering and Maths (STEM) programme.

These activities enable our students to develop their creativity, self-discipline, communication skills, team working and sportsmanship which furnishes them for life after Baxter College.

We value the importance of developing strong leaders

We believe that promoting a range of leadership opportunities allows our students to develop vital skills for their future.

There are a number of opportunities for our students, covering an extensive range of subject areas and pastoral aspects of school life including student council, year council, sports council, young sports leaders, community ambassadors, Princes Trust, Health Ambassadors, year prefect teams and sixth form leadership team. These activities encourage students to develop organisational skills actively, strong interpersonal skills with students in other year groups and increases self-confidence and self-esteem in an enjoyable way.

Empowering strong leaders throughout the school who are positive role models creates strong caring student support network and a sense of belonging to a community.

Learning is enhanced through our facilities

Following the partnership with the Wyre Forest Special School and St. John's C.E. Primary School, we have created a Learning Campus on the site at a cost of £25 million. This development included building of a brand new 11 lab science block to add to our existing facilities that include 200 seater theatre, art studios, and all weather pitch.

Last year we secured funding to replace many of the windows and roofs around the school and in the coming year we will have the remaining windows and roofs replaced around the main building. We have also just finished a £1million project renewing the heating system in our main building. These investments have helped improve the learning environment for our young people.



Severn Academies Educational Trust

Baxter College is part of the Severn Academies Educational Trust (SAET) consisting of both secondary and primary schools across Worcestershire. The Trust's vision is to create and foster a culture of high aspiration and expectation amongst all students regardless of their social, economic or cultural background. The Trust has a strong and open culture of collaboration between all of its schools where quality first teaching is paramount and pupils enjoy and are engaged in a rich and relevant curriculum.

Baxter College

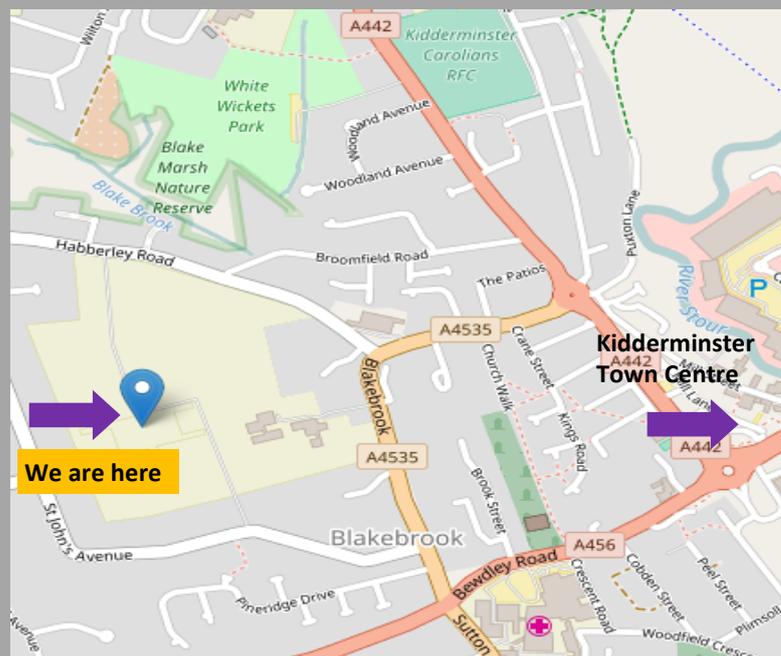
The school is located on a very spacious and attractive site, surrounded by its own playing fields and natural woodland, on the west side of Kidderminster, Worcestershire. It has excellent communication links to the historic city of Worcester and to Shropshire. The busy city of Birmingham, with excellent transport links including easy access to the M6, M5, M40 and M42 along with the rest of the West Midlands, is also within commuting distance.

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How to Apply

To apply, please forward an application form together with a supporting statement (up to two A4 pages) outlining your suitability for the role. **Your supporting statement should outline how you satisfy the qualifications and experience elements of the person specification.** For candidates invited to interview, these responses will be explored further together with the other elements of the person specification.

Your application should include full contact details (address, daytime, home and mobile telephone numbers where applicable and email addresses) and details of two referees. For each referee please provide names, position, organisation, telephone numbers and email addresses where known. One of these must be your current/most recent employer.

Please send your completed statement, application and equal opportunities monitoring form by email to Andrea James, PA to the CEO: ajames@shs.worcs.sch.uk.

All applications will be acknowledged.

A contribution to relocation costs may be considered. Should you wish to discuss this before considering your application, please contact Andrea James on 01299 872950 or email ajames@shs.worcs.sch.uk who will arrange an informal discussion for you with the CEO.

Severn Academies Educational Trust is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. Any offer of employment is subject to a satisfactory 'Enhanced with Barred List Check' through the Disclosure and Barring Service.

Timescales

The closing date for applications is 6th October 2017.

A two day interview process is planned for week commencing 16th October 2017.

Guidance on Completing the Application Form

Section One: Personal Details

Please ensure that all details are completed including your date of birth and Teacher Reference Number (if applicable).

Section Two: Education, Training and Qualifications

Please complete this section fully.

Section Three: Employment/Work Experience

Please ensure that this section is completed fully. If you have gaps in your employment, please indicate the reasons for this.

Section Four: Supporting Statement

Please see guidance on the previous page 'How to Apply'.

Section Five: Convictions/Disqualifications

Please be aware that this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore, all convictions, cautions and bind-overs, including those regarded as spent, must be declared.

Section Six: References

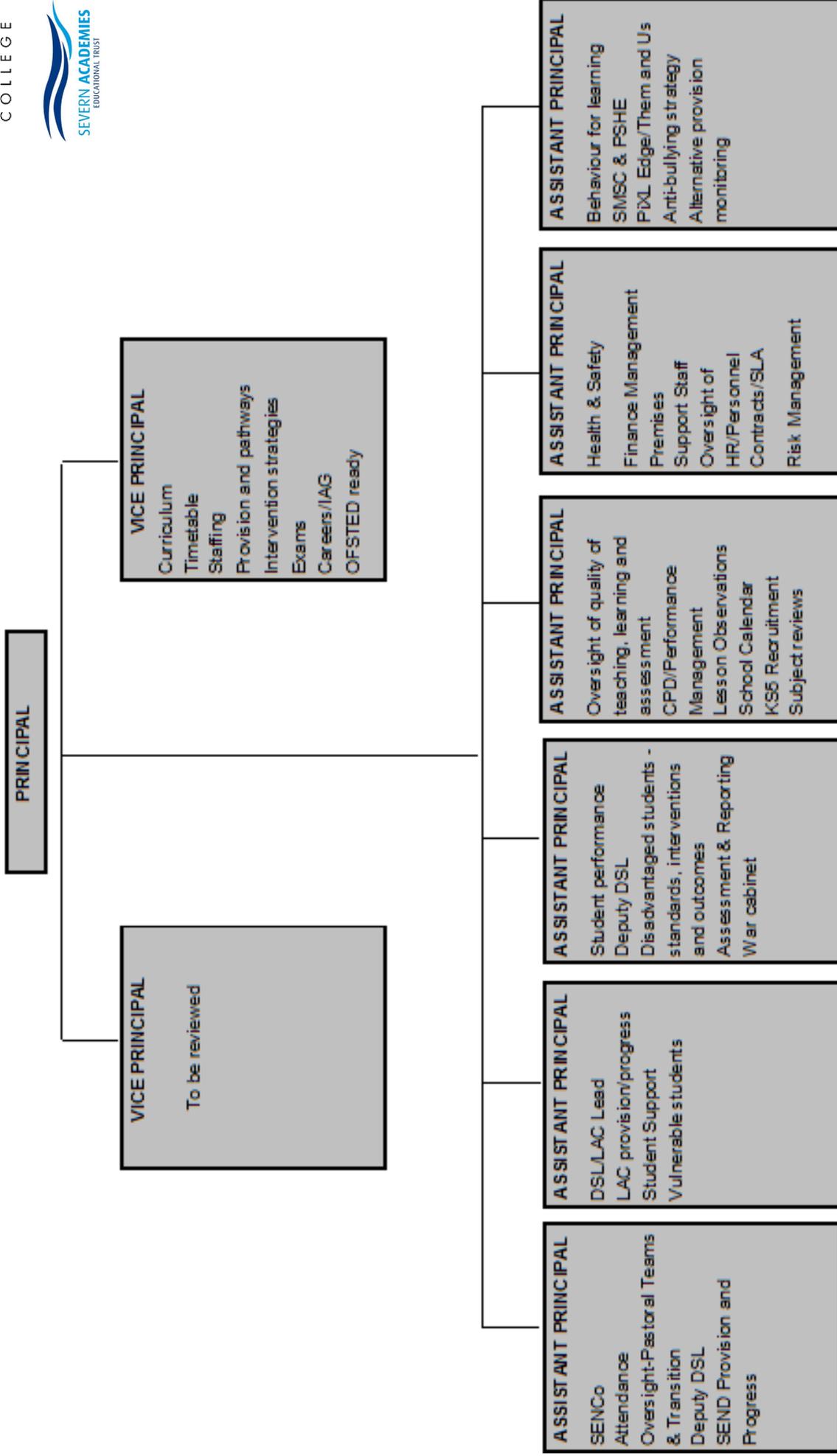
Please provide two referees, their contact details and relationship to you. A telephone number and email address often makes contacting referees easier. At least one reference must be from the headteacher/chair of governors of your current or most recent employer and will ask about your suitability to work with children. Open references or testimonials will not be considered.

Section Seven: Declaration

Please be aware that by signing the declaration you are declaring that you are not on the Children's Barred List, disqualified from work with children or subject to sanctions imposed by a regulatory body and that you either have no convictions, cautions or bind-overs or that you have attached details of these in a sealed envelope. You are also aware that you will be subject to a DBS check appropriate to the level of the post, should you be successful.

Please also be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

SLT STRUCTURE





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A Severn Academies Educational Trust Academy

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