



**CHRIST CHURCH**  
Church of England Secondary Academy

**LEARN  
FLOURISH  
CELEBRATE  
TRUTH**



Information for candidates applying for the post of

# Headteacher

A unique opportunity for an outstanding secondary school leader



## Welcome from our CEO

Thank you very much for requesting the details for the post of Headteacher of Christ Church, Church of England Secondary Academy. Birmingham Diocesan Multi-Academy Trust (BDMAT) was awarded our Free School application in April 2017 and in September 2021 we opened the doors to our first students. Currently the school is expanding a year group at a time and therefore in September 2024 we have years 7-10 in place. We propose opening a Sixth Form in September 2026.

At all our schools in the BD MAT, we aim to provide an 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 or employment.

Christchurch achieved a RI outcome from the May 2024 Ofsted inspection, so we have work to do. We are looking for an experienced school leader to continue to develop our school and move us to "Good" in all categories. The successful candidate must fully understand the Christian distinctiveness of a Church of England school and actively support and promote our ethos in every aspect of school life, in this warm and welcoming school.

I hope the following pages will give an insight into our school as well as practical details about the post itself. An information pack can only partly reflect the role and therefore we are asking that prospective candidates visit the school and see us in action. This does not form part of the selection process but will be essential to your tailored application for this key post.

Tim Boyes  
Chief Executive Officer



## Information about the school

Christ Church – Church of England Secondary Academy opened in Yardley Wood, Birmingham, in September 2021. We provide an excellent education rooted in Christian values and built on the rich heritage of the Church of England. This does not mean our staff have to go to church to work at Christ Church Academy, but our policies, values and day-to-day life are based upon Christian faith values and these need to be embraced. We welcome staff and children of all abilities and from all faith backgrounds and none. We believe everyone is of equal value and everyone deserves the best.

## School Mission Statement

“Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**”

## Learn

At the core of the curriculum is success for all and access for all students. We implement a rich and broad range of subjects at KS4 utilising both GCSE and vocational subjects and offer a core Ebacc route that is not compulsory. We offer both combined and separate science as an option as well as a suite of creative subjects such as drama, art, textiles, music, imedia and photography. Our students benefit from extensive careers education and experiences to enable them to choose the subjects that will engage them in their learning and lead to their chosen career pathways at KS5.

In Ks3 we interleave critical thinking skills into all subjects to compliment the academic depth and breadth on offer. Curriculum enrichment is a huge focus of our offer with an extensive P6 offer of clubs and courses that are well attended and were praised very highly in our recent Ofsted inspection. Our whole school literacy programme starts the day with form reading sessions and our year 10 students are our peer reading champions, who work with the younger year groups to instil a love of reading and encourage reading for pleasure whilst developing their leadership skills. Similarly, we run both the bronze and silver Duke of Edinburgh Award Scheme with over thirty students in year 9 gaining their bronze award last year.

Our whole school assessment process is planned over three main assessment points for reporting and lessons feature extensive assessment for learning strategies such



as whole class feedback, peer and self-assessment, cold calling and summative progress checks.

Christ Church has an extensive CPD programme that focuses on high quality content such as behaviour for outcomes, classroom de-escalation techniques, making reasonable adjustments for SEND students, marking and assessment, careers and personal development, literacy across the curriculum, the behaviour curriculum and key safeguarding training. Departments meet weekly to plan, develop and share good practise as well as half termly Pastoral meetings, for all staff, that focus on the role of the form teacher and pastoral care. As part of the South Area Network of Schools we can access a joint INSET day and a network of leadership and subject lead meetings throughout the year.

School leaders understand the need for monitoring and accountability of teaching and academic standards and actively seek to balance this with professional trust, autonomy and workload. As a school on a rapid improvement journey, we implement systems that enable staff to focus on improving classroom practise and pastoral care this enabling high standards of educational experiences and outcomes for all.

## Flourish

We see every individual as being created in the image of God and therefore being of unique value and meaning. We see each student's education and their growth as an essential pairing to develop the whole child. We believe that the development of character, spirituality and morality is just as important as the development of the mind and achievement of qualifications. To this end we employ a school chaplain who is also the vicar of the local church and lives within the community, providing continuity and relevance of care for our whole school community. Although the Christian approach to living and learning is naturally prominent at our school, all students will develop proper regard for other faiths and belief systems.

In terms of personal development, the school has introduced a new, taught course, which covers both statutory aspects (sex and relationships) as well as other important issues such as physical and mental health, careers education and personal finance. Students develop strong values of mutual respect and tolerance of those with different faiths, beliefs and characteristics. Our P6 enrichment activities are well attended and cover a wide range of topics and subjects. Examples are Forensic Science, baking, gardening, Say it in French, Maths Matters, Art competitions, Coding, Public speaking and many more. These change on a termly basis so that the breadth of the offer is always developing. Careers education was praised by Ofsted in May 2024 as being effective and extensive with all students experiencing a careers fair, careers interviews



and mock interviews by local businesses. We offer a range of sporting activities such as football, netball, basketball, tennis, rugby, gymnastics and dance. The students access a wide range of peripatetic music lessons to enrich their musical experience and have PSHE presentations through the Arts on a regular basis. The summer production of 'Grease' was immensely popular and sold out over three nights and we are looking forward to 'We Will Rock You' in 2025.

## Celebrate Truth

We are intolerant of intolerance, expect outstanding behaviour everywhere and are committed to every young person developing the necessary skills to progress onto further education and then into the next phase of their lives. We expect all our students to demonstrate exemplary standards of behaviour, both within and outside of school. Through respecting the value of every person, our students will be a source of inspiration and hope for the future.

In our pastoral system all teaching staff can expect to be form tutors. There are two form periods every day with the first focussed on reading and the second afternoon period on pastoral issues, homework completion, study skills and personal development.

At Christ Church we are committed to supporting our children and families and have the services of Malachai, Bouncing Statistics and the Hall Green Youth organisation for various approaches to mentoring and family support. We also work with Team Teach to fully meet the needs of our AS/ADHD students in school by sourcing an expert practitioner in these areas to support the students and parents and advise staff on classroom and pastoral practise.

We are very fortunate to have a Friends of CCSA parent group who support events in school and organise events for new parents such as The Christmas and Summer Fairs, Coffee Mornings for new year 7 parents, refreshments at Parent Evenings and other events and fund raising for whole school priorities.

## Our LAB and staffing structure

Our Local Academy Board is chaired by a very experienced Chair of Governors, The Very Revd Matt Thompson, Dean of Birmingham who is also chair of the Diocesan Board of Education. To find out more about the Local Academy Board, staffing structure and facilities, please go to the school's website pages 'Our Academy'. <https://www.christchurchsecondary.org.uk/>



## Information about the Trust

The school is part of the Birmingham Diocesan Multi-Academy Trust (BDMAT), and therefore supported by and connected with a network of Church of England schools within the region. The Trust was established 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 runs 19 schools in the West Midlands area and is therefore one of the largest MATs in this region. The Trust currently has 19 schools (18 church schools and 1 non-church school) – 18 of these are primary schools with one is a secondary academy. The Trust schools are in Birmingham, Warwickshire and Solihull and currently educate over 4,500 pupils/students and employ nearly 700 staff.

The Board consists of Members and Directors with committees to support and challenge the leadership team and local governing body of Christ Church Academy. This Board is made up of secondary specialists (advisers and heads of 'Outstanding' schools in the region), people of the Diocese, parish, and community with commitment and expertise in governance, finance, HR and industry.

### The Trustees are looking for a Headteacher who:

- Has an extensive understanding of school improvement and sustainable improvement
- Has an innovative and creative approach to curriculum design to produce outstanding outcomes
- Has outstanding qualities of leadership that enable and encourage a cohesive and highly effective staff team at all levels
- Is an exceptional motivator and inspiration to both staff and students
- Is emotionally intelligent, supportive and intuitive while upholding standards of excellence at all levels in school

### In return we can offer:

- A dedicated and talented staff who are committed to the well-being and success of the students and the school
- An experienced central team who supports the operational processes of the school
- A Headteacher training and well being programme that is Trust based and enables collaboration across BDMAT
- A dedicated board of trustees who will support and challenge in equal measure
- A school community with shared values



## The post

**Academy:** Christ Church, Church of England Academy School, Yardley Wood

**Job title:** Headteacher

**Salary:** L28 – L34

**Start date:** 1<sup>st</sup> September 2025 (or before dependent on successful candidate)

**Closing date:** 12 noon – 22<sup>nd</sup> November 2024

**Interviews are scheduled to take place 5<sup>th</sup> and 6<sup>th</sup> Dec 2024**

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

**Visits to the school can be arranged through the school by contacting the PA to the headteacher, Lisa Boden on 0121 393 3678 or [L.Boden@christchurchsecondary.org.uk](mailto:L.Boden@christchurchsecondary.org.uk)**

*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.*



## 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.*

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## 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 expected to demonstrate consistently high standards of principled and professional conduct and uphold and demonstrate the Nolan Seven Principles of Public Life.

The Headteacher is accountable to the Local Academy Body and the CEO for ensuring the educational success of the school within the framework of the school's and BDMAT's visions, values, goals and 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.

## BDMAT's vision and values and goals embedded within a Christian ethos:

- o We promote pupils' social, moral, spiritual, cultural and physical development within a happy and caring atmosphere.
- o Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life and contribute to society.
- o Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.
- o 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.
- o External and internal indicators demonstrate that 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.
- o All of our schools are graded as least 'good' by Ofsted or are improving quickly towards achieving 'good' at the next inspection.
- o The practice of staff is enhanced by high quality professional development and performance management systems.
- o 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.



- o 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.

## Key Duties

### 1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### 2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### 3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### 4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen



## 5. Additional and special educational needs and disabilities

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

## 6. Professional development

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

## 7. Organisational management

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

## 8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## 9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community



- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## 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 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

Job Title: Head Teacher

Christchurch is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required of the successful applicant.

Method of Assessment (MOA)

A= Application form; I = Interview; P = Presentation

<i>Category</i>	<i>Essential</i>	<i>Desirable</i>	<i>M.O.A</i>
1.Christian ethos	<ul style="list-style-type: none"> <li>To actively support and develop the school and Trust's Christian ethos</li> </ul>	<ul style="list-style-type: none"> <li>Experience of effective leadership in a secondary Church of England school</li> <li>To be a practicing Christian</li> </ul>	A
2. Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>First degree from a recognised university</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> <li>Honours degree</li> <li>Masters or higher in relevant discipline</li> </ul>	A
3. Experience	<ul style="list-style-type: none"> <li>Career progression showing experience at different levels of senior leadership</li> <li>Proven track record of successful secondary senior leadership as a Headteacher, Deputy Headteacher, Head of School</li> <li>Successful experience of managing significant change in a school leadership role</li> <li>Experience of providing high standards of pastoral care</li> <li>Experience of curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>Experience of sixth form leadership</li> </ul>	A/I/P
4. Professional Development	<ul style="list-style-type: none"> <li>Knowledge and understanding of Free School and Academy education in terms of requirements/responsibilities</li> </ul>		A/I/P



	<p>arising for leadership and governance</p> <ul style="list-style-type: none"> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> <li>• Experience of leading/ co-ordinating professional development opportunities</li> </ul>		
5. Strategic Leadership	<ul style="list-style-type: none"> <li>• Ability to articulate and develop the Trust's vision and Christian ethos</li> <li>• Ability to inspire and motivate staff, students, parents and governors to achieve the Trust's aims</li> <li>• Evidence of implementation of successful school improvement strategies</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress</li> <li>• Understanding of and compliance with the Academies Handbook</li> <li>• Knowledge and experience of what constitutes quality in secondary provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students</li> <li>• Understanding of and commitment to leading on the safeguarding of students and staff</li> <li>• Experience in creating partnerships with parents, carers, the wider community and other agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Line management or leadership of Sixth Form provision</li> <li>• Evidence of having successfully translated a Christian vision into reality at whole-school level</li> </ul>	A/I/P
6. Teaching and Learning	<ul style="list-style-type: none"> <li>• Knowledge and experience of successful teaching and learning strategies to meet</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering professional</li> </ul>	A/I/P



	<p>the needs of <b>all</b> students at Christ Church Secondary Academy</p> <ul style="list-style-type: none"> <li>• A secure understanding of assessment requirements with strategies that support student success</li> <li>• Ability to analyse complex data and issues related to student progress and attainment to develop effective strategies to improve outcomes</li> <li>• Experience of effective monitoring / evaluation of, and intervention in, teaching and learning</li> <li>• Understanding the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• High quality practitioner that leads by example</li> <li>• Up to date knowledge of current external accountability frameworks</li> </ul>	<p>development to other teachers and school leaders</p> <ul style="list-style-type: none"> <li>• Experience of driving rapid improvement in KS4 results</li> </ul>	
7. Managing Staff	<ul style="list-style-type: none"> <li>• Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their students</li> <li>• Ability to sensitively resolve conflict, professional and personal problems</li> <li>• Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability</li> </ul>		A/I/P



	<ul style="list-style-type: none"> <li>• Provide support to colleagues in undertaking responsibilities</li> <li>• A track record of working closely with governors/trustees to enable them to fulfil their responsibilities</li> <li>• Experience of performance management as a reviewer and reviewee, supporting CPD needs of colleagues arising</li> <li>• Successful involvement in staff recruitment, appointment /induction</li> <li>• Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities</li> </ul>		
8. Accountability	<ul style="list-style-type: none"> <li>• Ability to communicate on school performance effectively, orally and in writing to a range of audiences</li> <li>• Present information in a clear easy to read format so that pertinent questions can be asked by governors, parents, carers and others</li> <li>• Experience of whole-school self-evaluation and school improvement strategies</li> <li>• Awareness of DfE performance measures applicable to the school</li> <li>• Experience of leading a school through a successful inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of offering challenge and support to improve performance</li> <li>• Experience of leading sessions to inform parents/carers on aspects of school performance</li> <li>• Experience of SIAMS</li> </ul>	A/I/P



	(Ofsted or Independent Schools Inspections)		
9. Personal Attributes	<ul style="list-style-type: none"><li>• Ability to diagnose and intervene wisely when solving problems</li><li>• Ability to remain positive and enthusiastic when working under pressure</li><li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others</li><li>• Empathy with students, families and staff</li><li>• Excellent communication and negotiation skills</li><li>• Excellent presentational skills</li><li>• Stamina and resilience</li><li>• Sense of humour</li></ul>	<ul style="list-style-type: none"><li>• Ability to manage public relations effectively including high profile contexts</li></ul>	A/I/P