



Application Pack for the position of Headteacher

Chilton Trinity School

Required from September 2021

Proud to be part of the Clevedon Learning Trust



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Letter from Mr Phill Adams, Chair of Governors

I am delighted you have expressed an interest in the position of Headteacher at Chilton Trinity School. Our school is situated in the town of Bridgwater in Somerset.

This opportunity arises after the departure of our head to take up a unique opportunity at his previous school. He leaves us however after undertaking three years of transformation within the school, leaving behind a strong foundation upon which our new head can build, and a strong SLT with which to work.

We are therefore now seeking a highly visible, hard-working, organised and data literate leader, with strong communication skills, who can carry our aims forward, champion Chilton Trinity School and make a positive contribution to the Clevedon Learning Trust (CLT).

Schools within the CLT have high levels of autonomy, and maintain their own identity, with the Trust offering support and challenge. The role of the Headteacher at Chilton Trinity School is the key strategic role at the school but John Wells, CEO of the Trust will work closely with the person appointed.

We are looking for a school leader who has a clear vision and can bring a fresh perspective and energy to Chilton Trinity School and will help us in improving outcomes for all our students at a time of great challenge to our education system. You will benefit from a skilled and supportive governing body, a talented senior leadership team, committed teaching and support staff, lively and interesting students, and parents and carers who trust the school to work in partnership with them to achieve the best for their children. Looking beyond our excellent faculty and strong community linkages, Chilton Trinity School also benefits from state of the art facilities, benefiting from a £30m PFI rebuild in 2012.

Bridgwater is in the process of major changes, including development of the Hinkley Point Nuclear Power Station and wider opportunities emerging from Bristol and Exeter to its North and South. This has resulted in a change of the town's demographics and new developments in the town's educational provision, with a growing population and increasingly diverse intake. The new Headteacher will be required to work with a very wide range of stakeholders and in conjunction with other Headteachers across Bridgwater to develop creative and positive responses to these changes.

We believe that Chilton Trinity School is a unique place to work, to learn, and to grow, and that to be associated with Chilton Trinity as a student, a parent, a carer, a colleague, a governor, or as a member of our community is a great privilege. The school is moving into its next phase and this is an important and exciting time to join us.

We look forward to receiving your application.

Mr Phill Adams Chair of Governors

Letter from Mr John Wells, CEO Clevedon Learning Trust

The Clevedon Learning Trust (CLT) is a mixed phase Multi-Academy Trust. We are a thriving family of primary and secondary schools situated in the counties of North Somerset and Somerset. We share a passion for purposeful, creative and exciting learning. We aim to ensure that every child recognises their individual talents so they can live as happy, confident, and responsible citizens.

The Clevedon Learning Trust was established in January 2015 and has since grown to twelve schools. Chilton Trinity School joined our Trust on the 1st October 2019. Our new school, Chestnut Park Primary School, is due to open September 2021 and will serve the community of Yatton.

Our schools serve the communities of Bridgwater and Clevedon. Our Bridgwater cluster consists of Chilton Trinity School, Puriton Primary School, Northgate Primary School, Westover Green Community School, Willowdown Primary School and Woolavington Village Primary School. All five of our Bridgwater primary schools are feeder schools for Chilton Trinity.

Our Clevedon cluster consists of All Saints Church of England Primary School, Clevedon School, Mary Elton Primary School, St Nicholas' Chantry Church of England Primary School, Tickenham Church of England Primary School and Yeo Moor Primary School.

All our schools are supported by the Central Team. School based staff and members of the Central Team work together to achieve our common goal of providing the best possible educational experiences for every child.

The key strength of our Trust is the high level of collaboration and support between our schools. We provide multiple opportunities for staff from different schools to regularly come together and share best practice and develop new approaches. One example is our Heads Team, which meets weekly.

We are committed to providing excellent educational experiences both to our children and to our staff. Our professional development model embodies our values of Children, Choice and Collaboration. Called Continuous Self Professional Development, or CsPD for short, it combines school-based provision with opportunities facilitated by the Central Team.

Each school creates its own programme of CsPD opportunities, called the CsPD Menu. The opportunities are carefully designed to support current School Improvement Plan priorities. Staff choose from the CsPD Menu those opportunities that best serve their individual professional development needs and that maximise impact on the children.

This is a very exciting time for the Clevedon Learning Trust. We have established two successful geographical clusters and we continue to develop collaborative ways of working that have a huge impact on every child and member of staff.

John Wells CEO Clevedon Learning Trust

INFORMATION FOR APPLICANTS

Context

We have 918 students currently on roll, but numbers are expected to rise over the next few years due to expansion in the local area. Our current PAN is 200 in each year group.

Premises

We moved into a purpose built, state-of-the-art building in November 2012 which is funded through the Private Funding Initiative (PFI) and run by BAM. We have sufficient space for 1050 students. Our site team, cleaners and school lunch providers are all employed by BAM.

Our school grounds include playing fields, a flood lit all-weather sports pitch and tennis/netball courts. A swimming pool is located in adjoining premises and run by the District Council in conjunction with 1610 who also take over our sports facilities in the evenings and weekends.

Our Students

Our students join us from 5 main feeder schools across the town. Puriton, Woolavington, Eastover, Westover Green and Wembdon St George's. Northgate primary school opened in September 2017 and we will see students transfer from there in the future. We also have significant numbers of students transferring from other local primary schools, particularly, Willowdown.

We are a truly comprehensive school in terms of ability, social, additional and educational needs and over 13% of our students are EAL. Many of our students come from families that have low aspirations and it is therefore essential for us to raise expectations. Historically students have entered Chilton Trinity School with well below average attainment.

In general:

14.8% of children are SEND

32.24% of children have PP

Number of High Needs (Inc Band 1) = 11

Number of EHCP = 14

Number of SEND Support = 111

We have a minority of students with challenging behaviour so it is essential for staff to adopt consistent routines and practices across the school. Some of our students find change difficult so it takes time for them to build trust with new staff, however once this has happened, they are extremely loyal and supportive.

Students are proud of their school and many continue to keep in contact long after they have left. Indeed, some of our parents and teachers are themselves past students.

Student Voice is a key feature of our school and we encourage our students to take responsibilities in school. We have a vibrant House Council and a very strong group of year 11s who work as the Student Leadership Team.

We want all of our students to 'Work Hard and Be Kind'. We want every child to fulfill their ambition, have engagement in their learning and have resilience when challenges come their way. Students are reminded that there are no limits to what they can achieve if they have the right mindset.

The House system supports our aims by creating a family atmosphere that supports each child. Our House system divides the school into four smaller families. We call them Jupiter, Mars, Neptune and Venus and each are led by a Head of House who focuses on academic monitoring and pastoral care. We ensure no student is invisible. The House System encourages a highly competitive atmosphere, inter-house competitions throughout the year, promoting success, resilience and team spirit. Smaller Tutor Groups also help to establish strong links with tutors.

Students take part in a variety of activities in Music, Drama and Sport. We hold student productions, concerts, assemblies and sports days. Many students represent the school at both local and county level in sport. Individual students have also represented the County and the South West in hockey, basketball, swimming, rugby and football.

There are various opportunities for students across all year groups to participate in trips abroad, including a trip to Berlin, the Africa Expedition, Ski Trip and the Language Study visits to either France or Spain.

Year 7 Students also have the opportunity to go camping for the week in Porlock and participate in a variety of outdoor activities. For many students, camp is a highlight during their time at Chilton.

Our Community

The strong, positive relationships between students and staff, colleagues, governing body, parents and the local community are crucial to our success.

- We meet regularly with the Heads of our feeder primaries
- Secondary Heads meet termly
- Heads across Somerset (SASH) meet for one whole day each term

On the whole, parents and carers are supportive of the school and the vast majority are fully involved in their son/daughter's education. Attendance at Parents Evenings is on average between 75 and 85%.

Our Staff

We have a highly committed body of staff: 62 teachers and 42 support staff.

This includes a dedicated Safeguarding/Pastoral team and a team of Teaching Assistants who work extremely closely with teachers to ensure the best possible outcomes for our students.

We also have a Behaviour Modification Centre which provides support for students who have been removed from class due to poor behaviour. Specialist Behaviour Leads unpick student behaviour and provide strategies for support. With tailored interventions students are provided the opportunity to return to class.

Staff are actively encouraged to contribute ideas to inform whole school planning and to participate in new initiatives. All colleagues have an opportunity to contribute to whole school improvement planning.

Continuing Professional Development lies at the heart of everything we do. We are very proud of our CPD Programme.

Support staff play a key role in the success of the school fulfilling vital functions including exams, administration, financial, technical, clerical and learning support.

Site maintenance, cleaning and school lunches are all run by BAM, our PFI provider.

Leadership Team

Interim Headteacher	Mr T Newell
Interim Deputy Heads	Mr R Suik
	Mr J Williams (Secondment)
Assistant Heads:	Mr R Payne
	Ms K Wood (SEND/CO/DSL)
	Mrs E Blunsum
Associate Assistant Heads:	Mr R Hopes
	Mrs R Walker



Curriculum

Students will experience a rigorous academic curriculum that gives genuine life experiences and promotes belief that all students can achieve anything they put their mind to.

KS2

Year	Maths	English	Science	PE	IT	History	Geography	French	Spanish	Food & Nutrition	DT	Art	Music	Drama	RS	TOTAL
7	4	4	3	2	1	2	2	1		1	1	1	1	1	1	25
8	4	3	3	2	1	2	2	1	1	1	1	1	1	1	1	25

KS4

Year	Maths	English (Language and Literature)	Science	PE	RS	Option A (Ebacc)	Option B (Ebacc)	Option C (Open)	Option D (Open)	TOTAL
9	4	4	4	2	1	3	3	2	2	25
10	4	4	5	2	1	3		3	3	25
11	4	5	5	2		3		3	3	25

Results

Headline Measure	2017	2018	2019	2020
% 5 A*-C incl. English and Maths (9-4 2017 onwards)	44.9	51	46.4	51.9
% A*-C in English and Maths (9-4 2017 onwards)	46.5	58.1	50.5	54.8
% 9-5 in English and Maths	18.9	26.5	27	31
% Entering EBACC	10.3	21.3	6.8	7.6
% Achieving EBACC (9-4 2017 onwards)	3.8	14.2	2.1	4.6
Attainment 8	40.18	43.8	40	43.4
Progress 8	-0.4	-0.33	-0.4	-0.07
% of students staying in education or employment			100	100

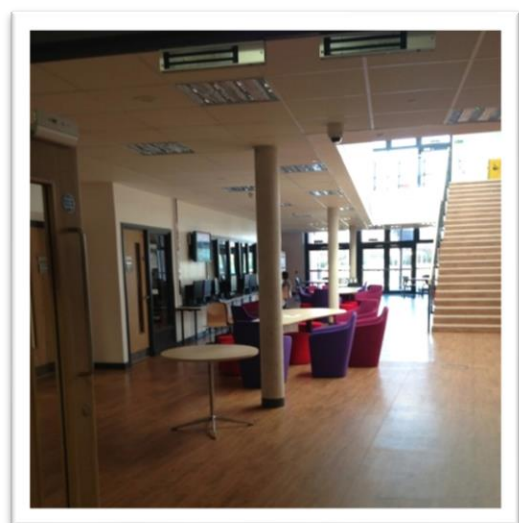
OFSTED

Ofsted visited us in September 2014 and we were delighted to be judged good across every category.

- "Achievement has improved rapidly since the previous inspection and is now good - Current students are making increasingly good progress".
- "Students concentrate well, showing positive attitudes and a readiness to learn – They show courtesy to each other, to staff and to visitors. Students' strong moral and social development enables them to respect others and understand the consequences of their actions".
- "All students benefit from good teaching, including disadvantaged students, the most able and students with special educational needs. Lessons are imaginatively planned. Teachers show good subject knowledge, have high expectations of their students and show enthusiasm to promote learning".
- "Students feel safe in school and they are provided with many opportunities to develop their leadership skills and make meaningful contributions to the school".
- "The school's senior leaders, well supported by governors, have improved students' achievement and the quality of teaching. They are taking strong actions to bring about further improvement".

Ofsted also carried out a 'short' inspection in September 2019 where we retained a Good judgment.

Ofsted reports can be found on the school website www.chilton-trinity.co.uk.



Guidance for Applicants

Applications should be typewritten or completed legibly in black ink to allow for photocopying. **Please do not send in your C.V.** In the interests of fairness, all applications must be made on the Clevedon Learning Trust's application form.

We want to try and ensure that everyone applying for a job with us has a fair chance and the application form is the first stage in the recruitment process which may lead to a possible job offer. It is therefore very important that you complete all sections of the application as clearly and fully as possible. If you have any difficulty in completing this application form or if there is something on the form that you do not understand please contact the School who will be happy to help you. We will also provide the form in alternative formats upon request.

Make sure you return your application form so that we receive it before the closing date and time. This will be stated on the advertisement.

Equality of opportunity for people with disabilities

Clevedon Learning Trust is committed to the employment of people from all areas of the community. We will make any reasonable adjustments for disabled people to enable equal access to the recruitment process and ongoing employment.

Rehabilitation of Offenders Act

Under the Rehabilitation of Offenders Act 1974, an individual who has a conviction for a criminal offence is, after a specified time, allowed to treat the conviction as if it never occurred i.e. spent. However, under this Act, some occupations and employments are exempt and applicants for these posts are not protected by the Act. This would include all paid roles within school that will involve working regularly in school when children are on site. All such positions within Schools will be subject to an enhanced-level Disclosure and Barring Service (DBS) disclosure check and a DBS Barred List check. Certain spent convictions are filtered (that is, not disclosed). For further information on filtered convictions, see the GOV.UK website.

Employment of Ex-Offenders

Clevedon Learning Trust is determined to make all efforts to prevent discrimination or unfair treatment against any staff or potential staff regardless of offending background that does not create a risk to children.

People with criminal records applying for positions (paid or unpaid) with the Trust should be treated according to their merits and to the nature or special criteria of the position (e.g. access to children or responsibility for budgets).

The Trust and the Trust's Registered Body (North Somerset Council) will ensure that they observe the Disclosure and Barring Service (DBS) Code of Practice on disclosure information. For those positions requiring a DBS Disclosure, all applicants will be informed at an early stage through recruitment literature issued by the school that a Disclosure will be requested in the event of the individual being provisionally offered the position. Details of a person's criminal record will always be maintained as strictly confidential and will not be passed to persons not authorised to receive it.

It is the Trust's policy to ask applicants questions about 'unfiltered' criminal records and whether they have been barred from working with children whenever they will be undertaking 'regulated activity' or working regularly in school with access to children. When invited for interview applicants will be required to provide this information through the completion of a self-disclosure of criminal record. Where a conditional offer is made the applicant will be required to complete a DBS Disclosure Application. Where the applicant is applying for a position involving 'regulated activity' they will also be required to declare whether they have been listed on any Disclosure and Barring Service list of people considered unsuitable to work with children. In addition, where the applicant is applying to work with children under the age of 8 years old they may also be required to disclose whether they are subject to a Disqualification Order prohibiting them from undertaking such work (*please refer to the Trust's Self Disclosure form*).

Having an 'unfiltered' criminal record in itself will not necessarily prevent a person from being appointed unless the offence statutorily debar the person or renders the person unsuitable to work with children. If an applicant reveals an 'unfiltered' criminal record and/or other information which could render the applicant potentially unsuitable then the Headteacher will arrange to discuss the disclosure with the applicant in the first instance and before any final decision is made regarding the suitability of the applicant.

Failure to disclose relevant information could lead to the withdrawal of an offer of employment or other non-employment arrangement e.g. voluntary work or, if subsequently discovered once confirmed in position, could lead to the termination of the employment/non-employment arrangement.

Employment history

All experience is valued and we recognise that many people have worked in a variety of situations even if it has not been full time paid employment. Please list any work experience you have which you think would help you in the job for which you are applying, including voluntary work, temporary jobs, part-time or vacation work.

Education and training

Please use this section to provide details of any qualifications or training that you have completed or are currently undertaking. Include any special skills training, day release, or evening classes. You may be asked to provide proof of qualifications and training either at interview, or if you are offered the job.

Relevant experience

This is where you tell us how you meet the selection criteria for the job. Your application will be assessed against the criteria detailed in the person specification. Do not repeat your job history but look at the specific requirements of the job and provide evidence that you have the skills, abilities and experience to meet those requirements. Give specific examples if possible. The evidence you provide does not necessarily have to be work based - it may be experience you have gained at home raising a family, doing voluntary work or from activities that you do in your spare time.

References

References will be required for all jobs within Schools. One referee must be your current or most recent employer for which you worked with children.

It is school policy to approach current employers, regardless of whether candidates give them as referees. If you request that a referee is not approached before interview, this will be considered.

Other references should include previous / most recent employers. If you have not been employed before, you should give the names of teachers or lecturers who know you sufficiently well to comment on your ability to do the job. You can also give the names of professional people who know you well, and who are not friends or relatives. It is helpful if your referees are aware that you have used their name before we contact them.

Finally, **do not forget** to sign and date your application form! If you send your application form to us electronically, you will be asked to sign it if you are invited to interview.

Chilton Trinity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check.

Candidates are asked to bring to interview some type of photographic identification, this could be either a valid passport or driving licence.

The school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disablement. We have a smart dress code for all staff. The site is non-smoking.



Job Description

Grade: L24 – L30

Line Manager: Chief Executive Officer (CEO) of the Clevedon Learning Trust (CLT) & Chair of Governing Body

Other Stakeholders:

- CEO & Trust Schools
- Governors/Trust Board
- CLT Central Team
- School Staff
- School Site Team
- CLT payroll provider
- Trade Unions
- School ICT Team
- External and Internal Audit Teams
- Parents/Carers/Students
- Outside Agencies

CONTEXT

It is expected that all staff agree with, abide by and promote the aims and objectives of the School within which they work and the CLT.

The Trust's vision statement is: Children, Choice, Collaboration
Chilton Trinity School's vision statement is Work Hard and Be Kind

Staff are expected to interact on a professional level with all stakeholders and to abide with the CLT's Code of Conduct.

As per the Headteacher Standards 2020, the headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the Teachers' Standards and be responsible for providing the conditions in which teachers can fulfil them.

The headteacher is accountable to the Governing Body for ensuring the educational success and financial probity of Chilton Trinity School, within the overall framework of the CLT Strategic Plan, the School's 3-year Development Plan, relevant legislation, best practice and available resources.

In accordance with the Scheme of Delegation, the Board of Trustees of the CLT delegates the day-to-day management of each school and its delegated budget to the headteacher and the Governing Body. It is the responsibility of the Trustees to ensure that the governors are exercising these functions in line with the relevant duties. As required by the Trustees, each Governing Body will report to the Board about how its duties are being discharged and the monitoring mechanisms that are being used to ensure that delegated duties are properly discharged.

Core Values

A headteacher should uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity

- objectivity
- accountability
- openness
- honesty
- leadership

A headteacher should uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, the headteacher:

- builds relationships rooted in mutual respect, and at all times observes proper boundaries appropriate to their professional position
- shows tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensures personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead students to break the law

As leaders of their school community and profession, the headteacher:

- serves in the best interests of the school's students
- conducts themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- upholds their obligation to give account and accept responsibility
- knows, understands, and acts within the statutory frameworks which set out their professional duties and responsibilities
- takes responsibility for their own continued professional development, engaging critically with educational research
- makes a positive contribution to the CLT and wider education system

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 students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students 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

Teaching

- 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 students 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 students' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student 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

Additional and Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students 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 students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

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

Organisational Management

- ensure the protection and safety of students 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
- Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across the Trust schools; and support other staff in participating in Trust work.
- Undertake any other duties reasonably deemed appropriate to the role of the Headteacher.
- To report to the Governing Body, Trust Board and CEO, as appropriate.

- To report to the Governing Body on school performance and the implementation of Trust policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.

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

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 students

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

Health and Safety

- The headteacher has overall responsibility but all staff are responsible for Health and Safety within the school. Any concerns or incidents must be reported immediately to the appropriate person and followed up.
- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- Engage in relevant continuous professional development opportunities and performance management/reviews arrangements.
- Offer support to staff through a variety of situations, to maintain confidentiality and be diplomatic with the handling of situations.

Data Protection and Safeguarding

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

GENERAL

- The post-holder will be expected to undertake any appropriate training provided by the CLT to assist them in carrying out any of the above duties
- The post holder will have access to highly confidential and sensitive information in the course of their duties and must maintain the confidentiality and security of such information at all times
- The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

NOTES

This job description only contains the main accountabilities relating to the post and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

The CLT will endeavour to make any reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Person Specification

	CRITERIA	Essential/ Desirable			Where assessed
		E	D		
A	EDUCATION AND QUALIFICATIONS				
1	A good honours degree	√			A / C
2	Qualified Teacher Status (QTS)	√			A/C
3	Relevant higher degree		√		A / C
4	NPQH		√		A / C
5	Evidence of continuing professional development at Head/Deputy Head level and/or in preparation for Headship.	√			A
B	PROFESSIONAL QUALITIES , KNOWLEDGE AND EXPERIENCE				
6	Successful strategic leadership experience as a Head Teacher or Deputy Head Teacher in a secondary school(s).	√			L / I
7	High expectations with the ability to create, promote and deliver the vision for high achievement with care and discipline, for all	√			L / I /R
8	Think strategically, build and communicate a coherent vision in a range of compelling ways.	√			I / R
9	Understand the strategic role of the Local Governing Body and enable it to carry out its responsibility as part of the outstanding leadership of the school.	√			A / L / I
10	Knowledge and understanding of the key legal issues relating to the leadership of a school including: equal opportunities, race relations, disability, employment, health and safety and public relations.	√			I
11	Understanding of safer recruitment and child protection procedures and the ability to ensure their implementation.	√			L / I
12	Knowledge of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent.	√			A / L / I
13	Articulate and approachable with excellent interpersonal skills and communication skills across all media.	√			L / I / R
14	Develop strong, supportive relationships with students, staff, parents/carers, Governors, the wider school community, and beyond.	√			L / I / R
15	Visible high profile role model, leading by example, modelling the values and vision of the school.	√			I / R
16	To understand and contribute to the Governance Framework of the Trust.	√			I
17	Ability to liaise effectively and manage the PFI contract with the support of the Trust.	√			I
C	STUDENTS AND STAFF				
18	Able to initiate action research into effective classroom practice in order to maintain outstanding learning and teaching.	√			L / I
19	Outstanding classroom practitioner with an excellent understanding of how students learn and the core features of successful classroom practice.	√			L / I / R

	CRITERIA	Essential/ Desir			Where assessed				
		E	D						
20	Provide inspirational leadership which challenges, motivates and empowers students, staff, and parents to carry the school's vision forward.	√			L / I / R				
21	Recognise and take account of the richness and diversity of the school's communities	√			L / I				
22	Successful experience of curriculum development to maximise student outcomes and provide a personalised curriculum	√			L / I				
23	Highly competent user of IT in teaching and management	√			L / I				
24	Successful track record of significant organisational change for improvement, project management and premises development		√		L / I / R				
25	Outstanding communication with a range of audiences	√			L / I				
26	Experience of, and skills in the use of a range of robust data sources to monitor and track individual and whole school performance	√			L / I / R				
27	Appreciate the importance of a work life balance for all staff	√			I				
28	Develop staff and self through continuing professional development.	√			A / L / I				
29	Leadership of or involvement in staff recruitment, appointment and induction	√			L / I				
30	Expectation to promote collaboration within the school, and with other members of the Trust and beyond	√			L / I / R				
31	Understanding of how financial and resource planning and monitoring enable a school to achieve the educational priorities in its development plan	√			L / I				
D	ACCOUNTABILITY								
32	Experience and evidence of highly developed skills of robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to resolution.	√			L / I				
33	Experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money.		√		L / I				
34	Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning, and raise educational standards.	√			L / I / R				
35	Able to combine the outcomes of regular school self review with external evaluations in order to develop the school further to maintain its outstanding provision and outcomes.	√			L / I				
36	Able to demonstrate political insight and anticipate trends.		√		I				
E	PERSONAL QUALITIES AND ATTRIBUTES								
37	Excellent interpersonal skills and highly effective emotional intelligence	√			I				
38	Ability to prioritise, multi task, time manage and delegate effectively.	√			I				
39	Enthusiastic, strong, self motivated, optimistic, hard working and well organised	√			I				
40	Works with integrity, honesty and fairness	√			I / R				
41	Commitment to comprehensive, non-selective, and inclusive education	√			L / I / R				
42	Resilient, tenacious and works effectively under pressure	√			I / R				
A	Application form	L	Letter	I	Interview and assessment tasks	R	References	C	Certificates

Employee Benefits

In addition to offering a rewarding career at an improving school, we provide the following benefits to staff:

Pension Scheme

All staff are automatically enrolled onto their relevant occupational pension scheme, with the Teacher's Pension Scheme or the Local Government Pension Scheme.

Car Parking

We are fortunate to have car parking available on site for all staff.

Employee Assistance Programme

All staff have access to an Employee Assistance Programme to help with work, personal or family issues. The service is accessible by phone or email and is completely confidential.

Cycling Scheme

The Clevedon Learning Trust are signed up to the Cyclescheme. Save up to 39% on a new bike and accessories to cycle to work.

Electric Vehicle Salary Sacrifice Scheme

Clevedon Learning Trust Salary Sacrifice Scheme Octopus Electric Vehicles is live. This scheme enables employees to pay for their 100% electric car lease from their salary before tax is deducted.

Sick Pay

Staff who have worked for the School/Trust for more than two years are entitled to 6 months full pay, followed by 6 months half pay.



Dates for your Diary

Deadline for pre-application visits:	Monday 1 st March 2021
Closing date for applications:	Tuesday 2 nd March 2021
Shortlisting:	Thursday 4 th & Tuesday 9 th March 2021

Interviews: Tuesday 23rd, Wednesday 24th and Thursday 25th March 2021

COVID-19

Visits to the school are encouraged, however at this time it is anticipated that any visits would take place outside school hours.

If you would like to visit the school, please contact Emma King (Headteacher's PA) – eking@chilton-trinity.co.uk. We may hold socially distanced, face to face visits or a virtual meeting/tour, depending on current guidance.

We would like to hold face to face interviews for this post wherever possible, therefore have added additional interview dates to accommodate this. We will however be adhering to Government Guidance and will adapt our processes accordingly.

Chilton Trinity School is currently open to children of Key Workers and Vulnerable students. We have a Lateral Flow Testing facility set up on site where students and staff can get regularly tested.

Our COVID-19 Risk Assessment is available to view on our website www.chilton-trinity.co.uk

Further details will be provided for shortlisted candidates.

Contact Information

School Website:	www.chilton-trinity.co.uk
School Email:	office@chilton-trinity.sch.uk
Telephone Number:	01278 425222
Address:	Chilton Trinity School, Chilton Street, Bridgwater, Somerset, TA6 3JA

Local Area

Somerset is a stunning county, full of varied landscape and thriving market towns, there are also some amazing places of natural beauty including Exmoor, the Blackdown Hills, the Quantocks and the Somerset Levels.

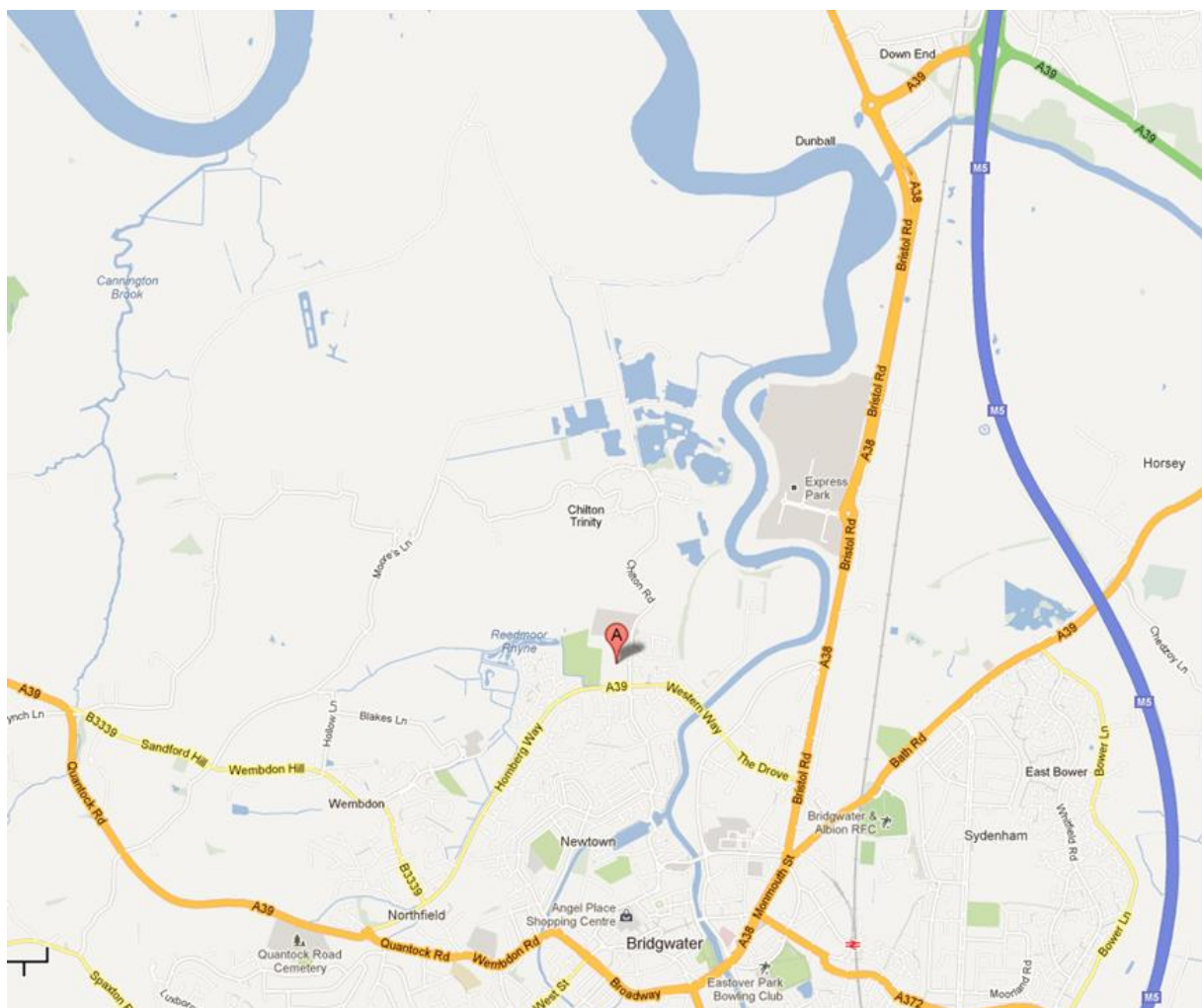
Bridgwater is in easy distance of Exeter, Taunton and Bristol, ideal for shopping and entertainment.

If you are looking for a place to bring up your family, pursue a more active lifestyle, or both, Bridgwater and the surrounding area is situated perfectly.

An unmissable event every November is the Bridgwater Carnival, which regularly attracts more than 130,000 visitors. Bridgwater also provides an attractive location for businesses, with two motorway junctions within three miles of the town centre, this is reflected in the growing number of industrial parks around the town.

You can visit the town website on: www.bridgwater.net

You can visit the Somerset tourism website on: www.visitsomerset.co.uk



Gallery

