



Executive Head Teacher

Chief Executive Officer Welcome

Dear Candidate,

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four, academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The Trust was first formed some time ago and has gone through a significant level of change. It is now in a place where its vision to transform futures and change lives can be truly lived and we are looking for someone who shares our values and is committed to working for our pupils to make this happen for them whilst investing in staff to develop innovative, forward thinking, and collaborative approaches that can change lives and help shape the system within which we work.

In joining us, you will be doing so at a time where you can be part of shaping what we do for the future, both as a Trust and the work we do beyond the Trust. We are keen to develop partnerships and opportunities in and beyond our setting and are increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall, and Plymouth. As an Executive Head in our Trust, you would be a member of the Trust's Executive Team and have significant opportunities to both shape, change, and develop yourself.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the Trust develops, so does the way we plan to ensure all staff are invested in to realise their own possibilities and help shape others. Professional development and protecting staff wellbeing are priorities for the Trust, this means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a Trust we pride ourselves on the impact we have and are having on pupils' outcomes. I hope this introduction demonstrates why we think this is a great Trust to work for. We would strongly encourage you to visit our academies and see first-hand the possibility and opportunity of this role and the impact you could have through it. Thank you for your interest and good luck with your application.

Matt Sambrook
Chief Executive Officer
December 2023



About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders, and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.



Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a very experienced Chair and fully committed Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** within our schools ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success



Feedback

“The relationships we have with the students are really strong” Teaching Assistant

“It's been so nice having him at ACE, with all the support he has been given” Parent.

“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher.

“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent.

“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher

“Having worked for TFT for only a short time and I have been impressed at how the students are supported” Teaching Assistant

“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher

“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead

About The Role

Job Title: Executive Head Teacher

Contract Type: Permanent

Closing Date: 14th January 2024

Interview Date: W/C 15th January 2024

Start Date: ASAP pending pre-employment checks and notice periods.

Job Title	Executive Head Teacher
Reporting To	Chief Executive Officer
Line Manager	Chief Executive Officer
DBS Required	Enhanced

Role Summary

As Executive Headteacher, you will be responsible for setting the overall direction, vision and values of both Courtlands and Mount Tamar school in line with the Trust wide aims and objectives, developing and embedding effective systems and structures, implementing these on a day-to-day basis, developing and managing staff and resources, monitoring progress and ensuring effective compliance.

Courtlands Special School

Courtlands is a vibrant 4-11 ASC/SEMH Special School, where the community has embraced improvement over the last 18 months. We are focusing on embedding our broad and balanced curriculum that draws together the key strands of our development plan: highly effective relational practice, alongside excellent specialist provision within the context of a curriculum that is structured and supported to empower our pupils to thrive. Courtlands provides pupils with a safe, consistent, and nurturing environment facilitated through unconditional positive regard and a deep understanding of our children's special educational needs. We are ambitious for our pupils and aspire for them to fulfil their potential, enabling this through targeted, personalised provision that creates the conditions for them to thrive.

You will be leading a team of committed, skilled staff who see the potential in our children and work tirelessly to deliver the very best for them in our core belief that every interaction is an intervention that can empower their potential. Courtlands is ready to move into the next phase of development, having taken time to review every aspect of practice, process, and protocol. It is a school community that is committed to being the best it can be and the new Executive Headteacher is joining at a point where every member of our team – pupils, staff, families, and external agency recognise that our progress has enabled the culture, ethos and environment that meets our children where they are, supporting and challenging them to achieve. We look forward to meeting you and collaborating to further improve the progress and outcomes for our children in their preparation for adulthood and the next stage of their education.

Mount Tamar

Mount Tamar is a 4-16 SEMH Special School that joined Transforming futures Trust in March 2023. Since then, the school has made rapid improvements and is continuing to drive towards its aspiration of being a great place to learn for our pupils and great place to work for our staff. The school has been working closely with teams across the Trust to support developments across all aspects of the school and the next phase of our development will have a distinct focus on building on the quality of education for all our young people and their diverse range of needs.

School development at Mount Tamar focuses on our three core school improvement drivers that are meeting individual needs, high quality teaching learning and the curriculum all underpinned by outstanding

trauma informed practice. Mount Tamar school has a range of sites and delivery models that ensure all pupils can have their needs met and that we can personalise the curriculum for every pupil.

This is an exciting time to become the Executive Head of Mount Tamar and Courtlands schools, you will play a significant role in shaping the future of these brilliant schools.



For more information or an informal discussion please contact the CEO, Matt Sambrook on 07717443362 or email matt.sambrook@transformingfutures.org.uk

Apply by sending your completed application to TFTrecruitment@deltservices.co.uk

Please note we are unable to accept CV's or applications submitted in PDF format.

Job Description

Job Title: Executive Head Teacher

Reporting into: CEO

Transforming Futures Multi Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Salary: L29-33

Hours:

Contract type: Permanent, Full Time

Main purpose

The role of the executive headteacher is to:

- Provide effective vision, leadership and management to a group of schools in the Trust – led by the development of increased effectiveness and impact for all;
- Be the lead professional for your schools and represent them within and beyond the Trust being responsible and accountable for shaping change and performance within them;
- Ensure a rigorous focus on the development of education and its facets to ensure continual on-going improvement – specifically ensuring the establishment of high-quality inclusive education as set out within the Trust framework;
- Establish high quality systems, structures and approaches upon which further improvement can be built – including effective statutory compliance;
- Drive trust-wide improvement priorities and ensure effective use of data and reporting to rigorously understand performance; and,
- Develop and invest in people so that they can grow, develop and shape the schools and the wider organisation with you.

Duties and responsibilities

The duties and responsibilities listed below are indicative of the tasks the Executive Head Teacher of Transforming Futures Trust will perform, but are not intended to be an exhaustive list. The postholder will be expected to take on additional responsibilities appropriate to the role as they arise.

Strategic leadership

- Embed our shared vision across the Trust, ensuring that it is understood by staff and parents;
- Lead the development of an outward facing collaborative system – built on the belief of ‘better together’ shaping what this looks like and the benefits that this can achieve;
- Ensure the establishment of high-quality systems, structures and approaches upon which further improvement can be built – including effective statutory compliance and ensuring the high-quality education offer of the schools;
- Ensure effective use of self-assessment and school development planning in order to focus on the most important priorities and shape effective change;
- Work as part of the Trust Executive to review and develop the Trust’s strategic plan, ensuring that key objectives are used to develop and support school improvement plans and ensure effective reporting processes are in place;
- Develop the people in your organisation through building opportunities for development and collaboration, high quality coaching and mentoring and investing in their growth – supporting them and the organisation as a whole; and,
- Build positive and respectful relationships with stakeholders and the wider community - creating effective channels for communication.

Managing the organisation

- Establish effective systems leadership to ensure that systems, structures, processes, and compliance are effective and well applied;
- Lead the management of the school's budgeting process and identify how resources can best be utilised, utilising approaches underpinned by curriculum led financial planning;
- Allocate financial resources appropriately, efficiently and effectively in accordance with the Trust financial regulations;
- Be a leader in developing and implementing trust-wide policies;
- Develop and retain high-quality staff through ensuring that effective professional development and performance management systems are in place that well meet the needs of your staff groups;
- Lead and directly line manage senior leaders in your schools, providing effective support and challenge to help them secure best outcomes for pupils;
- Carry out performance management in line with the Trust's policy and procedures;
- Establish clear and open lines of communication with all stakeholders - providing clarity of aim, expectation and approach;
- Monitor staff wellbeing and workload and implement strategies to promote a healthy working environment;
- Ensure the Trust (and your schools) effectively and efficiently operate within the required regulatory frameworks and meets all statutory duties;
- Ensure staff and pupils' safety and welfare through an effective culture and approaches to safeguarding, as part of duty of care;
- Ensure the health and safety structures in your schools are well managed and compliant within the framework of the Trust;
- Build a culture of collaboration within your schools and across the Trust – looking at ways to establish approaches that build collective engagement, understanding and positive impact; and,
- Be an outward facing leader actively engaging with the breadth of stakeholders to ensure visibility within and beyond the Trust and advocacy of what we do and how we do it.

Quality of education: Teaching, learning and the curriculum

- Ensure high quality inclusive education (as identified in the Trust framework) is well understood, developed and applied in both schools;
- Drive an outstanding and relentless commitment to improving the quality of education and continuous professional development of staff to support this endeavor;
- Ensure the development and implementation a broad and balanced curriculum that meets the relevant statutory requirements - maximising the collaborative benefits of leading more than one school;
- Ensure effective processes and practices to establish and sustain high-quality teaching across all subjects and phases, based on evidence;
- Have ambitious expectations for all pupils, including those with special educational needs (SEN) and disabilities, and promote an inclusive culture that enables all pupils to access the curriculum;
- Ensure effective approaches to effective curriculum leadership, including developing subject leaders with relevant expertise and access to professional networks and communities;
- Promote a culture that encourages collaboration, where best practice is shared in order to secure the best outcomes for pupils;
- Ensure valid, reliable and proportionate approaches are used to assess pupils' knowledge and understanding of the curriculum; and,

- Work with Trust leaders and external stakeholders and professionals to ensure effective scrutiny and quality assurance of the schools.

Person Specification:

ATTRIBUTES	ESSENTIAL & DESIRABLE
Skills, knowledge and aptitudes	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • To be responsible for the outcomes of all vulnerable and identifiable groups compared to National expectations. • To have excellent and current knowledge of current legal responsibilities in relation to the role. • To demonstrate having developed the quality of teaching, learning and assessment across a school. • To have led on continual professional development (CPD), and the impact it has on delivering improvement. • Ability to accurately interpret and analyse financial information to inform tight budgetary control. • Ability to promote high standards and to motivate and lead others. • Ability to work under pressure and to meet deadlines. • Ability to self-manage and work independently. • Excellent communication and interpersonal skills • Ability to build relationships of trust, confidentiality, and discretion. • Very good negotiation skills. • A good role model, capable of raising and maintaining standards amongst staff. • Ability to innovate and introduce change and establish new systems of working. • Ability to empathise with staff and students. • Ability to use a range of ICT packages.
Qualifications and Training	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Qualified Teacher Status. • Level 3 Safeguarding trained. • Professional education Headship qualification (NPQH or equivalent). • Evidence of continuing professional development. • Willingness to continuously update skills and knowledge.

Experience	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Current experience of leading a school providing excellent education and ever improving standards. • Relevant experience of developing and sustaining a learning culture that has the needs of pupils at its heart, including high expectations and standards of achievement. • Experience of accurate analysis of information and identification of areas of concern and leading improvement through specific actions with high impact and success evaluation. • Recent experience in developing school leaders who have specific responsibilities to take a wider school leadership role to improve standards and provide a sustainable leadership team. • Demonstration of successful planning for the whole school intervention for disadvantaged and vulnerable pupils. • Committed to research based whole school improvement. • Experience of accurately identifying suitable provision, identifying the baseline capabilities of pupils, securing a fresh start for all pupils and then supporting successful reintegration or transition from the school.
Personal Attributes	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Committed to the best educational outcomes for Advantage Schools pupils. • Confident at providing challenge and counsel in the face of a rapidly changing environment. • Approachable and able to get the best out of people. • An enthusiastic and positive outlook, with high levels of energy and drive. • Receptive to new ideas as well as to be able to generate them. • Commitment to and belief in the equal value of all students. • A 'can-do' attitude. • Ability to plan own and teamwork load and be aware of other colleague's priorities. • Emotional resilience and a flexible approach accommodating changing priorities and working patterns. • Inspire, challenge, motivate and empower teams and individuals to achieve high goals and find solutions. • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. Think analytically and creatively and demonstrate initiative in solving problems. • Demonstrate uncompromising personal and professional integrity, including modelling values and vision.
Special Requirements	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Be committed to Transforming Futures Multi-Academy Trust's vision and values. • Ability to form and maintain appropriate relationships and personal boundaries with young people and staff. • Responsibility for promoting and safeguarding the welfare of children, young people, and vulnerable adults and for raising any concerns. • Be prepared to adapt to the changing needs of the Trust.
Physical	<ul style="list-style-type: none"> • <i>Able to carry out the duties of the post with reasonable adjustments where necessary.</i> • <i>Occupation Health Pre-Placement Health Check.</i>
References	<ul style="list-style-type: none"> • <i>Positive recommendation in professional references.</i> • <i>Professional references without reservations.</i>

Notes:

This job description may be amended at any time in consultation with the postholder.

Transforming Futures Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service check will be required for all posts.

Transforming Futures Multi Academy Trust will make any reasonable adjustments to the above duties under the terms of the Equality Act 2010 to accommodate a suitable candidate with a disability.

Our Schools

Transforming Futures Trust is made up of academies based in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional, and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



Courtlands Special Academy in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.



Mount Tamar in Plymouth supports children who have an Educational, Health and Care Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). Mount Tamar supports approximately 100 children from Year 3 – Year 11 over 4 sites in the Plymouth area.

Our passion is meeting the needs of every child, however complex, and seeing them flourish into well rounded members of the community.



What we are learning today

February 2020

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Blue bulletin board with various educational cards and papers pinned to it.



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Calendar grid showing dates from 1 to 20.

SENSORY AREA

Harley

Blue bulletin board with various educational cards and papers pinned to it.



Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 350 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

We can offer you as a future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 3.10pm

HEALTH ASSURED

Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

CPD

All members of staff have CPD sessions that take place on a Tuesday and Wednesday from 3.30pm – 4.30pm.

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

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DELT SHARED SERVICES

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.