



# HEAD OF SCHOOL CANDIDATE BRIEFING PACK

September 2023



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# WELCOME FROM THE CEO OF ACTIVATE LEARNING EDUCATION TRUST

Since opening in September 2013, UTC Reading made a fantastic start to its journey, bringing high quality technical education to the area, whilst setting high academic standards for all students. The school was the first outstanding UTC in the country (May 2015) and although the more recent inspection (February 2023) was deeply disappointing, the Trust has worked to secure considerable support to restore the UTC back to its position as a top performing UTC.



You will be joining Activate Learning Education Trust and UTC Reading at a time when as a Head of School, working alongside the Executive Principal, you can make your mark as a strong and aspiring leader in the Trust, in the local and wider education communities.

The UTC will see a drop in student numbers and the next stage of the journey is to make rapid and sustainable improvement which raises the profile of the UTC and therefore becomes oversubscribed again.

The Trust is made up of six schools, two comprehensive schools and four UTCs, we work collaboratively and as a Head of School you will not only work with your own school-based team, but will be supported by a strong central team as well as being part of the Head of School team who meet regularly.

During the current period of the Trust strategic plan (2020-2025), we will be working with our talented and dedicated staff body to become the employer of choice; this will see high retention and strong recruitment across all schools, thus providing our students with the best education provision, where we develop their skills, attributes and ability to learn for life.

We will also look back from 2025 and recognise our Trust as leading the way in developing our students, through working with a growing number of employer partners to provide our students with the skills and attributes required for successful future careers and life.

During this time, we will see our Trust move into becoming a more outward facing organisation within our communities, education sector and employer partners.

You will be joining the UTC and the Trust at a key time as we begin to consider the next stage of our Strategic Plan 2025-2030.

Everything we do aims to Transform Lives Through Learning. Our Trust thinks differently by focusing on preparation for successful lives and careers; we just happen to deliver qualifications. Want to join us?

If you would relish this challenge and appreciate the invitation to become a key member of a successful, forward-thinking MAT, we would very much welcome your application.

**Joanne Harper**  
CEO, Activate Learning Education Trust

If you would like to visit the school or if there are questions that the pack does not answer for you, we will happily answer them. Please contact [sarah.dawson@alet.org.uk](mailto:sarah.dawson@alet.org.uk).

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# HEAD OF SCHOOL

**Location: UTC Reading, Crescent Road, Reading, RG1 5RQ**

£64,143 - £74,295 – based upon size of the school and experience of each post holder

This is an exciting leadership position for a candidate that has a passion for education with an industry focus. We are looking to welcome a colleague to join our leadership team who has aspiration and a can-do attitude.

UTC Reading is part of the Activate Learning Education Trust consisting of six secondary schools. As a University Technical College (UTC), our specialisms are Engineering and Computer Science. We pride ourselves in equipping our students with the skills needed for their future careers and lives.

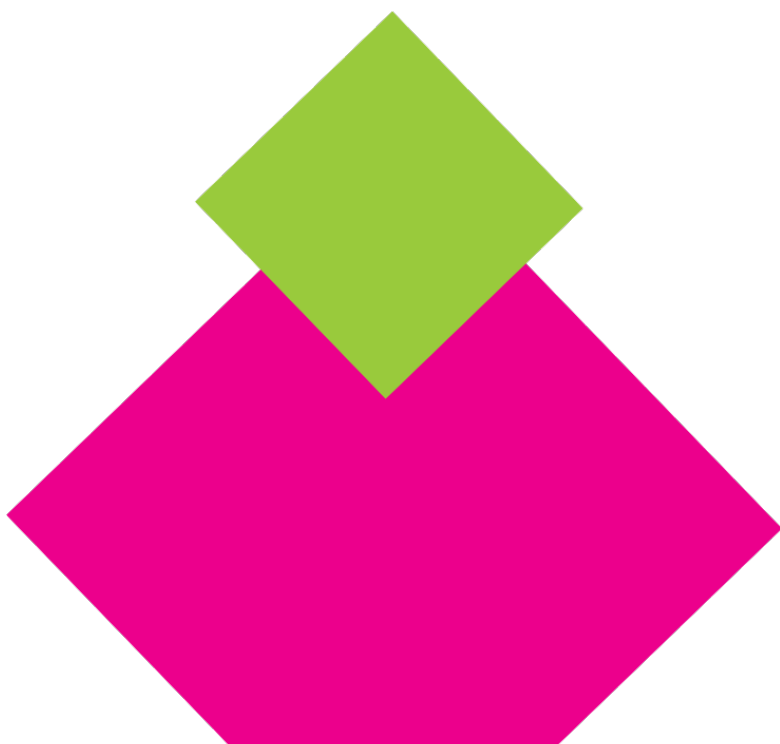
There is an opportunity for potential candidates to visit the school and meet Wayne Edwards, Executive Principal, and/or to speak to Joanne Harper, CEO, regarding the Trust. Please contact Sarah Dawson on [Sarah.dawson@alet.org.uk](mailto:Sarah.dawson@alet.org.uk) or on 0118 214 0152 to arrange a visit to the school and conversation with Wayne or a video call with Joanne.

**For more information visit:** <https://www.utcreading.co.uk/> and <http://www.alet.org.uk/>

**Closing date for applications is:** 10am 22<sup>nd</sup> September 2023

**Interviews will take place on:** 2<sup>nd</sup> and 3<sup>rd</sup> October 2023

As an Activate Learning Education Trust school we are committed to safeguarding and promoting the welfare of children and young people. Any post within the Trust is subject to an enhanced Disclosure and Barring Service check.





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## WELCOME FROM THE PRINCIPAL OF UTC READING

Thank you for your interest in the post of Head of School at UTC Reading.

This is an exciting leadership position for a candidate that has a passion for education with an industrial focus. We are looking to welcome a colleague to join our leadership team who has aspiration and a can-do attitude.

Our UTC ensures that every student can flourish academically and personally in an aspirational and supportive environment. Students are enthusiastic about learning. They make good progress as they journey through our school. Our students benefit from a curriculum with Computer Science and Engineering excellence at its core. This develops employability skills and deepens their understanding, opening doors to future successes. Students are empowered to think and act confidently and with professionalism which allows them to compete to be the candidate of choice in the world renowned, local companies' workforce. Students work independently to master their subjects and apply their knowledge.



Student and staff well-being is at the heart of our work. A focus on professional development, including employability skills, enables students and staff to achieve personal growth in their aspirational career pathways. Our students are the sustainable talent behind the rapidly expanding, innovative industries of the world.

Appropriate technologies, which reflect the tools of the workplace, are used creatively and intelligently to enrich learning and work in partnership to connect parents, students, employers and teachers. We look to ensure that UTC Reading is the establishment of choice for STEM students and professionals transforming lives through learning.

If you are ambitious and an aspirational school leader looking for a role to improve a school which provides opportunity for growth and collaboration, then we look forward to receiving your application.

**Wayne Edwards**  
Executive Principal UTC Reading



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# ACTIVATE LEARNING EDUCATION TRUST

## WHO ARE WE

Activate Learning Education Trust (ALET) is a Multi-Academy Trust (MAT) established by Activate Learning in 2015. We transform lives through learning by providing exciting and innovative education for young people by looking at how we learn as well as what we learn.

Activate Learning is the sponsor for Activate Learning Education Trust, which is run with the support of a number of industry and academic partners.

## OUR VISION

“TRANSFORMING LIVES  
THROUGH LEARNING”

## OUR MISSION

To 'transform lives through learning' by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive and become independent learners.

## OUR VALUES

EMPOWERMENT

ENTERPRISE

CONNECTEDNESS

TRANSFORMATION



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## OUR LEARNING PHILOSOPHY AND ATTRIBUTES

Our award-winning Learning Philosophy shapes our approach to teaching and learning. It recognises three essential elements to effective learning and helps us ensure our educational experience really supports and challenges students. It guides how lessons are planned and delivered, how real-world examples are blended with theory, and the independent but supportive environment in which they can thrive. The sweet spot for learning is where these all come together.

### Brain

Our brain connects neurons to make networks. These networks strengthen and work faster through repeated use. We believe in hard work and recognise the value in working through our failures so that we are constantly learning and improving.

### Motivation

We need to motivate ourselves in order to do the practice that strengthens the networks in our brains. By repeatedly demonstrating the relevance and impact of newly learnt skills and knowledge, we maintain our students' motivation.

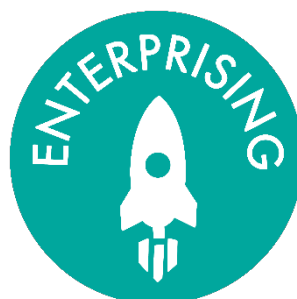
### Emotions

Our emotional response to studying has a massive influence on how we learn. The more positive our learners' emotional response to studying is, the more likely they are to engage with and remember what they're learning.



## OUR ATTRIBUTES

We have developed, in collaboration with our employer partners and our Sponsor, Activate Learning, five key attributes that we support and challenge students to develop during their time with us. These are embedded within our curriculum, our approach to Teaching and Learning, and our pastoral and extra curricular programmes.



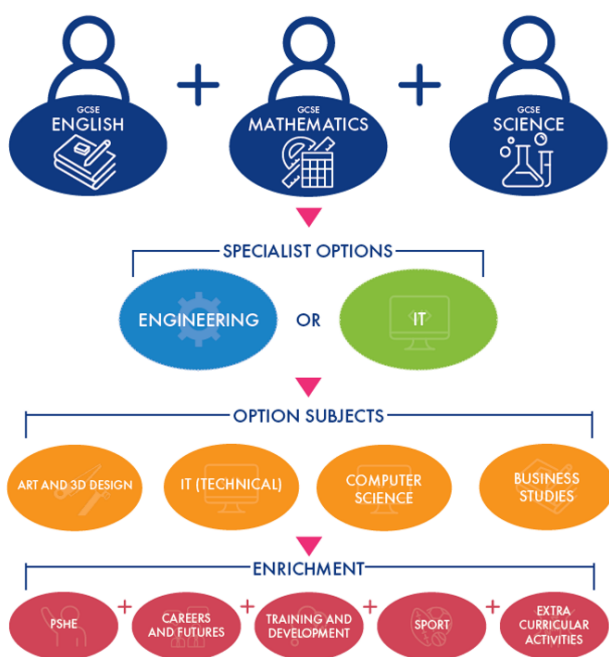
# CURRICULUM

UTC Reading specialises in computer science and engineering, alongside a rich yet focused curriculum. The aim is to become a world-class centre of excellence in computer science and engineering education for students in years 10 – 13 who are committed to succeed in these areas.

All specialisms are designed to enhance skills and knowledge, as well as to increase the opportunity for success in the core subjects, GCSEs, A Levels and BTEC qualifications. Specialist study will provide a valuable differentiator for students when they are applying for higher education or employment.

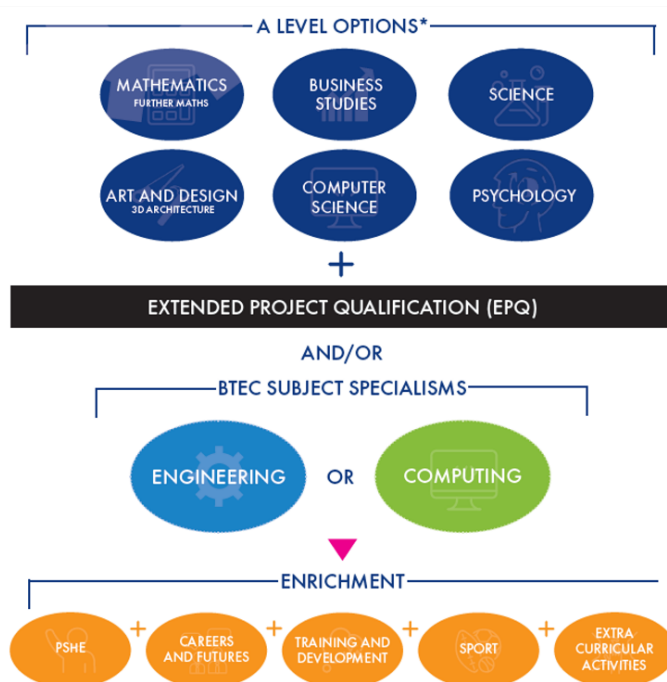
## OUR CURRICULUM

YEAR 10 AND YEAR 11



## OUR CURRICULUM

YEAR 12 AND YEAR 13





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## ETHOS

UTC Reading exists to create unique opportunities for young people to gain unbeatable experience and professional qualifications, so that they can access rewarding jobs in the Computer Science and Engineering sectors.

Reading's young people will be the sustainable talent behind these thriving and rapidly expanding industries.

- We will develop mature, talented, confident and enthusiastic students, who progress successfully
- We will ensure our students have the experience of the world of work and

know what they need to do to be successful in their future

- We employ staff who are passionate and knowledgeable about the industry and teaching, and who want to share with our students their passion for achievements
- We will work actively with parents and students to plan each individual student's success
- We will provide an enjoyable but challenging experience that develops resilient and confident learners, with the knowledge, skills and attitudes they need to succeed





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## **ROLES AND RESPONSIBILITIES: HEAD OF SCHOOL**

### **Core Purpose:**

To lead and inspire the whole school community within a culture of continuous improvement and one that promotes excellence, equality, and high expectations for all. You will work with the Executive Principal, the Executive Team, CEO and local governors, to embed the vision of the Trust, Transforming Lives Through Learning.

### **Main responsibilities:**

Leading Strategically, you will support the Executive Principal in the following:

- work with the Executive Principal to develop and deliver the strategic vision for the School/UTC, to support the Trust, ensuring that it is clearly articulated, shared, understood and acted on effectively by all
- produce and implement the school's self-evaluation and development plan, setting appropriately challenging and measurable targets and performance indicators, to ensure the School/UTC meets the KPIs in the Strategic Plan
- act as an ambassador and advocate for ALET inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct
- work with the support and challenge of the Local Governing Committee to progress the ethos and purpose of the school, operate sustainably and raise pupil progress and attainment

Leading the Organisation, you will support the Executive Principal in the following:

- ensure that quality of learning and Our Learning Philosophy is at the center of strategic planning, organisation and management of the school, its students, staff and resources
- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- monitor and review the use of premises and resources to ensure they contribute effectively to providing an efficient and safe learning environment consistent with Health and Safety requirements,
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the Trust
- establish and oversee systems and processes that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk
- ensure rigorous and robust self- assessment and evaluation across the school, which informs clear, evidence-based action planning to address issues and recognises strength to inform sharing of best practice
- ensure that systems and styles of communication within the school are effective and appropriate, making good use of technology and social media

Leading Teaching, Curriculum and Assessment:

- 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
- 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

#### Leading 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 Trust'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

#### Leading 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

#### Leading Professional Development, you will work together with the Executive Principal in the following:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of Trust Strategic Plan and 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

#### Leading Continuous School Improvement, you will support the Executive Principal in the following:

- 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 Trust/school improvement over time

#### Leading with partners, you will work together with the Executive Principal in the following:

- forge constructive relationships beyond the Trust/school, working in partnership with parents, carers, employers 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

#### Leading Governance and Accountability, you will support the Executive Principal in the following:

- understand and welcome the role of effective governance, upholding your obligation to give account and accept responsibility
- establish and sustain professional working relationships 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

## **Ethics and professional conduct:**

You are expected to demonstrate consistently high standards of principles and professional conduct. You are expected to meet aspects of the Headteachers' standards and be responsible for providing the conditions in which teachers can fulfil the teachers' standards.

You are expected to 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

You will uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, you will:

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

As a leader of the school community and profession, you:

- serve in the best interests of the school's pupils
- conduct yourself in a manner compatible with your influential position in society by behaving ethically, fulfilling your professional responsibilities and modelling the behaviour of a good citizen
- uphold your obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out your professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system



## Person Specification

<b>QUALIFICATIONS</b>		<b>Essential (E) or Desirable (D)</b>
<i>First degree or equivalent</i>		<b>E</b>
<i>Masters level qualification</i>		<b>D</b>
<i>Teaching and further professional qualifications</i>		<b>E</b>
<i>Evidence of commitment to own continuous professional development in leadership, current education initiatives and learning approaches</i>		<b>E</b>
<b>EXPERIENCE</b>		
<i>Be a member of a Senior Leadership Team within a school at Assistant Headteacher/Principal level (or equivalent)</i>		<b>E</b>
<i>Hold the position of Deputy Headteacher or Vice Principal in a secondary school</i>		<b>D</b>
<i>Demonstrable track record of success in leading change and school improvement at secondary level</i>		<b>E</b>
<i>Experience of effective monitoring school performance at every level</i>		<b>E</b>
<i>Track record of achievement in raising standards and outcomes and achieving excellence</i>		<b>E</b>
<i>Experience and understanding of management of human and financial resources at a senior level</i>		<b>D</b>
<i>Experience of effective performance management of staff at all levels, including the ability to hold staff to account for performance and outcomes</i>		<b>E</b>
<i>Experience of using target setting, data analysis and curriculum innovation to improve performance outcomes for students</i>		<b>E</b>
<i>Evidence of successful promotion and implementation of effective teaching and learning strategies</i>		<b>E</b>
<i>Experience of working effectively with governors</i>		<b>D</b>
<i>Experience of working successfully with local community and external agencies/stakeholders and of sustaining and developing effective partnerships with other organisations</i>		<b>D</b>
<b>KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<i>An up-to-date knowledge of school improvement planning and evaluation</i>		<b>E</b>
<i>Able to provide strategic and creative leadership and develop a school vision, which has learning and achievement at its core and incorporates its ethos and values</i>		<b>D</b>
<i>A detailed understanding of current educational issues, including national policies, priorities and legislation</i>		<b>E</b>
<i>A detailed knowledge of quality assurance systems (including school review self-evaluation and staff appraisal)</i>		<b>D</b>
<i>An in-depth knowledge of a range of effective strategies for maintaining and developing high standards of attainment, behaviour and attendance</i>		<b>E</b>
<i>A knowledge and understanding of legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, race, relations, Disability, Human rights, Employment and Health and Safety legislation</i>		<b>D</b>

**PROFESSIONAL AND PERSONAL ATTRIBUTES**

<i>A firm commitment to our vision, values, Learning Philosophy and Attributes</i>	<i>E</i>
<i>Outstanding leader, committed to partnership and collaborative working</i>	<i>E</i>
<i>Leadership style which reflects the importance of delegating responsibilities and empowering others</i>	<i>E</i>
<i>Commitment to the academic, personal and social development of children and families</i>	<i>E</i>
<i>Excellent interpersonal, communications and organisational skills</i>	<i>E</i>
<i>Commitment to involving others and maintaining strong and positive relationships with the whole school community</i>	<i>E</i>
<i>Strategic thinker</i>	<i>D</i>
<i>Adaptable and creative in changing circumstances</i>	<i>E</i>
<i>Shows resilience and decisiveness under pressure</i>	<i>E</i>
<i>High level of perseverance, energy and enthusiasm for the school</i>	<i>E</i>

