



Head of Academy Application Pack

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**The Boston Witham
Academies Federation**



Welcome

Thank you for the interest you have shown in the position of Head of Academy at Haven High Academy. We hope the information in this pack will be helpful to you and convey exactly what we are looking for - an exceptional leader who shares our vision and is fully committed to working in partnership for the benefit of all our students and their families.

Haven High Academy in Boston is a mixed secondary modern school working within the selective system in Lincolnshire. The academy operates across two sites - the Marian & Tollfield Campuses. Marian Campus currently accommodates 1038 students from Years 7 to 11 (against a PAN of 205). Subcontracted Post 16 provision on the Tollfield campus will cease operation in August 2018 as a result of changes to DFE regulations. Following a successful business case submission, the PAN will be raised to 255 students from September 2018 to meet increasing demand for secondary school places in Boston. The Tollfield Campus is being redeveloped and refurbished through Basic Need funding and, from the beginning of the next academic year, will house the new Y7 cohort of 255 students.

The academy is based around a Faculty structure with a team of 79 qualified teachers and over 70 support staff which includes a pastoral team of non-teaching year heads. Each faculty is supported by their own subject specialist teaching assistants and the academy also supports its students with large Learning Support, Inclusion and EAL teams.

The academy caters for the full ability range against a background of selection. As a consequence, the academy provides an extensive curriculum offer, commencing option routes in Year 9. The full range of baccalaureate courses are available for the most able - whilst an extensive range of vocational and level 1 courses ensures that all students can follow an appropriate curriculum pathway.

The academy has benefited from a rolling programme of investment in its facilities and learning environment. Faculties have their own suite of rooms, including 7 modern state of the art science laboratories, design technology and ICT suite, TV and Media studio, Music and recording studio, dance studio, gymnasium and sports hall including fitness suite, large hall/tiered seating performance venue and spacious dining facilities. Haven High Academy also offers a wide range of extra-curricular activities including sports and art clubs, to cater to students' different interests and hobbies. Through its Gifted and Talented Programme, the academy provides financial support to those students at County and National level and the academy is the only school in the area to provide free instrumental tuition. The academy has a renowned reputation in the performing arts with students regularly performing at the National Music for Youth Festival at The Royal Albert Hall.

As a Full Service Extended School, the academy opens its doors to a wide range of community groups, including the Lincolnshire Music Service which bases all of its Boston area ensemble activities on our Marian Campus.

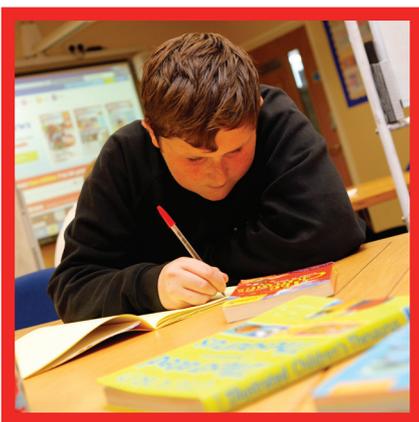
Welcome

As part of the Trust's School Improvement strategy, the Trust aims to reduce the time spent by its Heads of Academy on the business aspects of running an academy, which allows each Head of Academy to have a clear focus on Teaching and Learning. The Trust operates a central team which deals with:

- Financial management, led by a qualified accountant;
- Human resources, which is led by the HR Manager currently in the process of gaining their CIPD qualification;
- Premise management, led by an individual with 13 years of working within schools;
- ICT vision and development, led by an external firm specialising in the education sector;
- Central EWO which works closely with Haven High Academy's two EWO workers;
- Central Trust Safeguarding Lead who ensures consistency across the trust and supports DSLs and staff teams through regular training.

We hope to appoint to enable the successful candidate to commence work in the Summer Term of 2018 to facilitate a handover period with the current post holder. Applications for a September 2018 start, however, will also be welcomed.

I hope you enjoy reading about Haven High Academy and if you feel you can deliver what we are looking for, please submit your application to reach us by 5.00pm on Monday 4 December 2017. We encourage you to contact us for an informal discussion about this role. Please see details in How to Apply on 12 .



The Sponsor

The Boston Witham **Academies** Federation

The Boston Witham Academies Federation is a multi-academy trust which was formed in September 2012 and formally brought together Carlton Road Academy, Haven High Academy and Staniland Academy, who had previously been working in partnership under either soft or hard federation arrangements.

Since its creation, the Trust has grown and now consists of 8 academies, all operating within Boston and the South Holland districts in Lincolnshire. The trust has a combined pupil capacity of 3,335 and had a roll of 3,074 in the school census in October 2017.

The Boston Witham Academies Federation is committed to working in partnership to 'raise achievement for all'. Every academy within the trust places great emphasis on providing a caring environment where each young person is supported in their personal development, meeting all of their needs, as well as ensuring that each and every child and young person reaches and often exceeds their academic potential.

Our Mission Statement:

To create centres of excellence within and for the community which raises the aspirations and achievement of all stakeholders - a trust which provides care, support, guidance, challenge and empowerment for all.

Our Motto:

"Working in partnership to raise achievement for all"

Our Aims:

- Our Trust aims for all of its academies to become outstanding centres of learning.
- Our Trust aims to promote values that last a lifetime; developing a sense of ambition and self-esteem in every individual.
- Our Trust aims to improve the outcomes and life chances for all the young people in its academies
- Through working in partnership, our Trust aims to contribute significantly to the communities it serves.

Strong and aspirational leadership is central to our academies' successes, and The Boston Witham Academies Federation has a strong background of developing new leaders from within. With this in mind, the Trust has developed its Aspiring Leaders Pathways, which commenced in September 2017. The aim is to develop future leaders, at all levels with a clear vision of succession planning.

The Boston Witham Academies Federation considers itself to be one of the leading multi academy trusts in Lincolnshire and an employer of choice.

To find out more about BWAF please visit the website at www.bwaf.net

Results and Inspection

Results in 2017 were disappointing and the academy fell below the floor standard. Despite a growing number of students for whom English is an additional language (principally Eastern European), results in English have shown year on year improvements. Results in Maths, although declining recently, are stable. The science faculty, following a period of stabilisation and repair, is beginning to improve outcomes. Results in the Performing arts and vocational studies are an area of strength.

During the 2016-17 academic year, the academy has reviewed its curriculum offer, reducing the number of options taken by KS4 students and increasing curriculum time, whilst reducing class sizes. This will have a positive effect on student outcomes from 2018 and beyond.

Inspection

The academy had its Ofsted inspection on 15-16 November 2016, when a Section 8 moved to Section 5 and the Academy moved from Good to Requires Improvement.

The academy, supported by the trust, has moved swiftly to increase school improvement capacity through the appointment of additional staff and engaging fully with the Lincolnshire Teaching School Alliance.

A positive Section 8 monitoring visit in May 2017 concluded:

“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school”.

Results and Inspection

The academy leadership team is supported by an effective Local Governing Body and Board of Directors.

Section 5 report:

- Governance is a strength of the school.
- Governors are skilled and knowledgeable. Some have a successful record of improving other schools. They use their skills well to hold leaders to account.
- Governors work well with leaders of the trust and have a good understanding of their responsibilities.
- The arrangements for safeguarding are effective. Leaders have ensured, through appropriate training, that staff have a good knowledge of the risks that pupils may be vulnerable to, including radicalisation and extremism, forced marriage and female genital mutilation. Early help assessments are used to identify what support can be put in place for pupils for whom a referral to children's services may not be appropriate. Staff work well with other agencies to ensure that pupils get the support they need when they are at risk. Weekly meetings of the pastoral team ensure that staff share appropriate information and concerns and work together to keep an eye on pupils they are worried about.

Section 8 Monitoring visit:

Members of the governing body continue to have a precise understanding of the quality of the school's provision. The governors provide all leaders with appropriate levels of support and challenge. The governors have demonstrated that they continue to be a strength of the school.

Despite the many challenges faced through selection, with a high percentage of students with special educational needs and a growing number of students for whom English is an additional language (currently 39%), the inspection recognised that:

“The school is a harmonious community. Pupils from different backgrounds are taught to respect one another and get on well together”.

Job Description

Post:	Head of Academy for Haven High Academy
Reporting to:	Chief Executive Officer
School type:	Non selective academy 11-16
Scale range:	L28-34 based on experience, including generous relocation allowance

Strategic leadership

- Ensure a commitment to safeguarding and promoting the welfare of children and young people.
- Embrace the local governing body and Trust's vision for the academy and aspire to be outstanding as soon as possible.
- Establish a culture that promotes excellence, equality, high expectations and aspirations of all students.
- Work alongside the local governing body and Directors in implementing Trust and the academy procedures and policies.
- Work with external agencies such as Teaching School Alliances to ensure full and high quality staffing while offering high quality training and development opportunities
- To continue working collaboratively with LTSA and other partners to support school improvement
- Ensure that the management, organisation and administration of the academy support its vision and aims.
- Ensure the commitment of parents and the wider community to the vision and direction of the academy.
- Continue to develop effective relationships with other academies in Trust.
- Create and implement a strategic plan which identifies the priorities, actions and targets that will guide the academy on its journey to outstanding.
- Monitor, evaluate and review the impact of the academy's policies, priorities and targets to drive continuous improvement.
- To work closely with the Governing Body to monitor and evaluate academy performance
- Present accurate data which accounts for the academy's performance that are appropriate for a range of audiences including parents, governors, the Trust and Ofsted.
- Make a positive contribution to the Trust Development Plan.

Teaching and learning

- Ensure that outstanding teaching and learning is the primary objective for all teachers.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those supported through enhanced resources, in order to set and meet ambitious targets for improvement.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that the curriculum promotes outstanding literacy and numeracy skills whilst ensuring that the needs, interests and aspirations of individual students are addressed.
- Ensure that effective, appropriate pastoral support is available to students.
- Ensure that the academy complies with the statutory requirements that promote equal opportunities for all.
- Further develop effective partnership with parents to support and improve students' achievement.
- Ensure appropriate enrichment opportunities are provided and given a high priority.

Job Description

Leading and managing staff

- Lead, motivate, support, challenge and develop staff to secure improvement.
- Maximise the contribution of staff to improve the quality of education provided.
- Develop effective and transformational leadership and management across the academy.
- Implement Trust performance management processes.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

Efficient and effective deployment of staff and resources

- Work with governors and senior colleagues to recruit staff of the highest quality available
- Advise the Trust on the adoption of effective procedures to deal with the competence and capability of staff.
- Agree and set appropriate priorities with the governing body who will source funding through the Trust to enable the academy to secure its objectives.
- Manage and organise premises efficiently and effectively, to ensure they meet health and safety regulations while providing a stimulating environment that instils pride and supports the curriculum
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.



Person Specification

Category	Essential	Desirable	Evidence
Qualifications	Graduate with Qualified Teacher Status who has worked extensively with secondary age students	Has achieved or is working towards gaining the National Professional Qualification for Headship Experience of headship Evidence of further professional qualifications	Application Form Interview Reference Certificates
Experience & Knowledge	<p>Experience of Deputy Head or similar level as a minimum</p> <p>An excellent teacher in at least two key stages of the secondary age range</p> <p>A proven track record of securing improvement in the quality of teaching and learning</p> <p>A proven track record of raising achievement across the secondary age</p> <p>Experience of managing resources efficiently and effectively</p> <p>Experience of using all relevant data to drive academy improvement</p> <p>Strong understanding of statutory requirements relating to the curriculum and assessment</p> <p>Experience of developing a curriculum which is personalised to the needs of the individual student</p> <p>Has experience of OFSTED, including post inspection planning, leading to implementation of effective strategies</p> <p>High expectations when managing, developing, inspiring, challenging and motivating staff</p> <p>Commitment to working with other schools/organisations and agencies</p> <p>An understanding of the legislation relating to Special Educational Needs and Disability and to Keeping Children Safe in Education;</p> <p>has experience of the British Values Agenda and Prevent Training</p>	<p>Relevant experience in more than one school</p> <p>Experience of working effectively with a wide range of ability range including SEND, EAL and gifted and talented students</p>	Application Form Interview Reference
Professional Development	<p>Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education</p> <p>Has undertaken sustained professional development, especially in leadership and management, curriculum and teaching and learning</p>	<p>Experience of leading/co-ordinating professional development opportunities</p> <p>Ability to identify own learning needs and to support others in identifying their learning needs</p>	Application Form Interview References
Skills, Qualities & Abilities	<p>Empathy with children.</p> <p>A strong belief in inclusion for all.</p> <p>Excellent interpersonal and communication skills in a variety of forms to engage a range of audiences including staff, students, parents, governors, local authority and external agencies.</p> <p>High expectation of students' learning and attainment.</p> <p>A passionate commitment to school improvement.</p> <p>Perseverance in the face of challenge.</p> <p>Ability to remain positive and enthusiastic when working under pressure.</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively.</p> <p>A belief in the importance of extra-curricular opportunities for all students.</p>	<p>Experience of presenting reports to governors.</p> <p>Experience of leading sessions to inform parents.</p> <p>Experience of offering challenge and support to improve performance.</p>	Application Form Interview References
Strategic Leadership	<p>Ability to articulate and share a vision of secondary education.</p> <p>The confidence and ability to inspire and motivate staff, students, parents and governors to achieve the aims of the school.</p> <p>Evidence of having successfully translated vision into reality at whole-school level</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</p> <p>Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these</p> <p>Demonstrable success in raising standards and meeting challenging targets</p> <p>Understanding of strategies for performance management</p>	<p>Ability to articulate and share a vision of the continuum of primary and secondary education</p>	Application Form Interview References
Teaching & Learning	<p>A passionate commitment to high quality Teaching and Learning</p> <p>An understanding of the developments and requirements of the National Curriculum</p> <p>Knowledge and experience of a range of Teaching and Learning strategies to meet the needs of all students</p> <p>Understanding of assessment strategies and the use of assessment to inform the next stages of learning</p> <p>Extensive experience of effective monitoring and evaluation of Teaching and Learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p>	<p>Successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management</p>	Application Form Interview References
Leading & Managing Staff	<p>Substantial experience of leading whole school initiatives or staff teams.</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities.</p> <p>Experience of performance management and supporting the continuing professional development of colleagues.</p> <p>Experience of applying safe recruitment practices and developing a safe culture within the school.</p> <p>Experience of working effectively with governors to enable them to fulfil whole school responsibility.</p> <p>Successful involvement in staff recruitment, appointment and induction.</p>		Application Form Interview References

How to Apply

We encourage you to contact us for an informal discussion about this post before you apply. Visits to the school are most welcome prior to application. Please call Ayesha Hall on 01205 319507.

To apply for this post please return your completed application form and formal letter of application by email to the clerk of governors sally-ann.booth@bwaf.net to be received by 5pm on Monday 4 December 2017.

Your formal letter of application (supporting statement) should be no longer than two sides of A4 and should address the selection criteria detailed in the person specification.

Closing date: 8th December 2017

Interview date(s): 14/15th December 2017

Chief Executive Officer: Adrian Reed

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