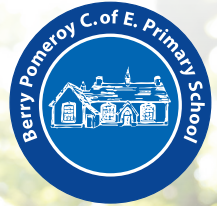
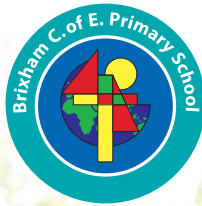
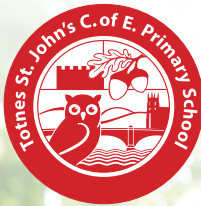




oice

academies for character and excellence





Welcome from Cheryl Weyman

The Academies for Character and Excellence.

Dear Applicant,

Thank you for your interest in joining The Academies for Character and Excellence. I hope that the information provided will interest you and help with the application process.

The Academies for Character and Excellence is a charitable Trust with a mission of Achieving Excellence through Cultivating Character, Sharing Talents and Pursuing Innovation. Our Trust is an exciting and diverse mix of Church of England and Community Schools within Torbay and Devon. We are growing a family of schools that prioritises working together in collaborative partnerships which are mutually supportive and share great practice. We truly value the distinctive character of our schools and believe they should be rooted in the communities which they serve.

Our commitment to Character Education is at the heart of our work across the Trust. We are uncompromising in our belief that every child fulfils their academic potential whilst also flourishing in and at life. Relationships are central to the way we work together and I am proud to work with colleagues who are passionate about making a positive difference to our children and families. Simply, we are uncompromising in our desire to grow an exceptional Trust. It is a privilege to lead the ACE Trust where learners are at the heart of all we do.

So, what are we looking for? Firstly, we wish to appoint positive people who want to make a difference. Being a leader within our Trust means understanding the importance of the softer skills of leadership such as the ability to communicate well, collaborate and influence a range of internal and external stakeholders. Our leaders are achievement focused, with a strong belief in collaboration. You will be passionate, highly driven and have the opportunity to play a significant role in the next exciting phase of the Trust's development.

We wish to appoint people that understand and believe in our guiding principles and values. If successful, you will be joining our Trust at an integral time of growth and your involvement with these key projects will bring its own personal rewards.

I hope that this introductory letter and information pack provides a sense of our culture and ethos as well as our direction of travel. I am excited to receive your application.

Cheryl Weyman

CEO and National Leader of Education.

Recruitment Pack | About Us



We work together in collaborative partnerships to achieve excellence through cultivating character, sharing talents and pursuing innovation

Our Schools & Pre-Schools








Each of our schools has its own website, click on the logos above to find out more about the schools within our Trust.

Our Mission

Achieving Excellence through:
Cultivating Character
Sharing Talents
Pursuing Innovation

Core to our offer is a better life experience for everyone in the Trust – staff, children, families and community. Pursuit of excellence remains central to the ethos and culture of all schools within the Trust. We see it as our obligation to be a self-improving organisation.

Our Values

-  Community
-  Collaboration
-  Equity
-  Uncompromising Excellence
-  Integrity

Simply, our vision is to be an Exceptional Trust





Recruitment Pack | Headteacher

Job Title:	Headteacher - Brixham C of E Primary School
Reporting to:	ACE Strategic Advisor
Salary Grade:	L8 – L13
Actual Salary:	£50,151 - £56,721
Closing Date:	14th September 2022
Start:	1st January 2023
Interview dates:	27th & 28th September 2022





Headteacher | Job Description



academies for character and excellence

Primary School	Brixham C of E Primary School
Banding	L8 – L13
Starting Scale	L8 (dependent on experience)

Main purpose

To secure outstanding outcomes for all pupils in the multi academy trust through leadership of a single school and shared strategic leadership of the Trust.

Key Responsibilities

To be accountable to the CEO:

- The learning, teaching, progress and outcomes for the pupils of the school;
- The effective day to day management of the school including budget management and health and safety;
- The effective implementation of agreed multi academy trust mission, vision, principles and policies;
- Promoting and embedding the mission, vision and principles of the multi academy trust within the school.

Strategy and Improvement

To anticipate and analyse changes in the external strategic environment e.g. political, social, technological, economic and environmental and apply findings to your own school improvement plans;

Person Specification | Headteacher

Develop an evidence-based organisational strategy, deploying critical thinking and statistical analysis, in collaboration with the local committee;

Lead a successful whole-school change programme, based on research into, and examples of, the effective leadership of change.

Teaching and Curriculum Excellence

Lead and grow excellent teaching in the school:

- a. By researching the leadership of excellent teaching, domestically and internationally, including the national standards of excellence for Headteachers;
- b. By capitalising on the benefits of involvement in initial teacher training in terms of teaching quality (for example, through extended mentoring opportunities);
- c. The benefits and characteristics of blending how children learn, with a knowledge-rich curriculum;
- d. By researching world class curriculum, to evolve further the trust's commitment to character education;
- e. To develop a range of tools and techniques to improve teaching (for example coaching and mentoring, facilitate and deploy champion teachers across the MAT, to identify and share best practice through the MAT's teaching and learning toolkit).

To ensure that pupils of all backgrounds, abilities and particular needs in the trust, achieve high standards, including children in receipt of Pupil Premium, SEND, EAL and the most able pupils:

- a. To draw on research of whole school improvement strategies in relation to progress, attainment and behaviour, drawn from a range of schools, including interventions targeted at disadvantaged pupils or those with particular needs e.g. EEF's toolkit on teaching and learning;
- b. To know the implications of the Equality Act 2010 for all pupils;
- c. To ensure that the school meets its requirements to publish an SEND information report;
- d. To know the best practice in planning, commissioning and monitoring alternative provision for vulnerable children, including in-school alternative provision e.g. nurture units where required;

Systematically review the cumulative impact of initiatives on teacher workload and make proportionate and pragmatic demands on staff in line with the trust policy.

Leading with Impact

Distribute responsibility and accountability throughout the school to improve performance;

Be an inspiring leader by adapting leadership style to lead effectively in different situations e.g. in response to different stakeholders, time pressures or priorities;

Communicate and negotiate with different people effectively to make progress on objectives;

- a. Develop techniques to gather and analyse perspectives, priorities and motivations of stakeholders;
- b. Research into negotiation and persuasion techniques/ strategies.

Working in Partnership

Use different models of partnership working to improve educational provision;

Lead an effective partnership which bring benefits to the school and wider education system for example, developing a strong relationship with the Trust's Educational Leadership Team.

Increasing Capability

Hold all staff to account for performance using performance management. Know statutory requirements, flexibilities and supporting guidance on setting teachers' pay and conditions e.g. making pay recommendations to pay committee.

Create and sustain an environment where all staff are encouraged to develop their own knowledge and skills, and support each other;

- a. Source of high quality professional development within and outside of the school, beyond formal professional development programmes;

Anticipate potential emerging issues or gaps in the school and design strategies to fill them e.g. staff leaving, educational resources.

Person Specification | Headteacher

	ESSENTIAL	DESIRABLE
QUALIFICATIONS Evidenced in: <ul style="list-style-type: none"> • Application form 	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • NPQH or equivalent
EXPERIENCE Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview/assessment • Lesson observation • Reference 	<ul style="list-style-type: none"> • Proven successful leadership within a primary setting with evidence of impact • Demonstrable experience of successful line management and staff development • Involvement in school self-evaluation and improvement planning 	<ul style="list-style-type: none"> • Experience of working within an Academy Trust • Experience of working in a school with higher than average deprivation.
PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview/assessment • Reference • Lesson observation 	<ul style="list-style-type: none"> • Understanding of highly effective pedagogy, based on evidence, and having the ability to model this for others and support others to improve • Excellent behaviour management strategies to support a range of needs • Aspirational for the achievement of disadvantaged based on evidence • Achieving and sustaining standards of excellence throughout the setting • Excellent organisational skills • Knowledge and understanding of the principles behind Safeguarding, Equal Opportunities and Inclusion policies • Effective analysis of data and the ability to use this to set targets and identify weaknesses 	<ul style="list-style-type: none"> • Understanding of school financial management and funding sources
CURRICULUM Evidenced in: <ul style="list-style-type: none"> • Letter of application • Lesson observation • Reference 	<ul style="list-style-type: none"> • Seek innovative approaches to curriculum and pedagogy and be able to inspire others to do so. • Be prepared to lead on the ACE curriculum in school and work with others across the Trust to develop it further. • Know and understand the relevant statutory and non-statutory frameworks including those provided through the National Curriculum 	
PROFESSIONAL VALUES Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview/assessment • Reference • Lesson observation 	<ul style="list-style-type: none"> • A commitment to the mission, vision and ethos of the school and Trust • Develop positive relationships with colleague headteachers and the Executive team • Work collaboratively with others across the Trust contributing to the development of all schools • Be open to, and actively, seek support and professional development • Model the highest expectations of self and others • Take responsibility for improving teaching and learning throughout the school • Commitment to the personal welfare and safeguarding of both children and staff 	
PERSONAL QUALITIES Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview • Reference • Lesson observation 	<ul style="list-style-type: none"> • Personal values which align with Trust values • Ability to work collaboratively within a team both at school and Trust Level • Reflective and evaluative approach to your personal performance • Display warmth, care and sensitivity in dealing with children, colleagues and parents • Ability to prioritise and manage time well • Excellent interpersonal/communication skills • Openness, sense of humour, energy, enthusiasm and an ability to inspire confidence in others • Ability to build positive, respectful relationships with parents, pupils, staff, governors, directors and the wider community 	

Employment Vetting Checks:

It is a condition of employment at The Academies for Character and Excellence that every applicant who accepts the offer of a job will be subject to legally required safer recruitment checks. This will include criminal background checks, documentary evidence to confirm their identity and right to work in the UK and checks to ensure they are not prohibited from working in such a position within a school environment. The checks will be carried out at the Trust's expense.

References will be taken up, including those from previous employers.

Safeguarding Children:

It is the post-holder's responsibility for promoting and safeguarding the welfare of children, and young persons for whom they are responsible or with whom they come into contact with. The post-holder will adhere to and ensure compliance with the Safeguarding Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to the Safeguarding and Inclusion Lead, the Headteacher and / or DSL/DDSL.

If you decide to apply please complete and application form and return it to Charlotte Wilson – recruitment@acexcellence.co.uk by 14th September.

We are looking to hold interviews on the 27th & 28th September. We will also ask you to bring documents with you to your interview, as this supports our pre-employment checks.

We look forward to hearing from you!