



RECRUITMENT PACK

.....
HEADTEACHER: UFFCULME SCHOOL
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CLOSING DATE 24th MARCH 2023 | 12:00pm | INTERVIEWS 19th AND 20th APRIL 2023



LETTER FROM THE CHIEF EXECUTIVE OFFICER OF UFFCULME ACADEMY TRUST

Dear Applicant,

On behalf of Uffculme Academy Trust I would like to thank you for your interest in the uniquely privileged role of Headteacher of Uffculme School. UAT is a values led, ambitious family of schools with a mission to deliver excellent education from aged 2–19.

We are looking to appoint an experienced, dynamic and inspirational leader to play a key role in writing the next chapter in the history of Uffculme School. Your passion for our students will be instrumental in creating the conditions for them to thrive and ensuring that school delivers outstanding outcomes and experiences inside and outside of the classroom.

This vacancy has arisen at a particularly exciting time as we consider the benefits of a Trust merger which means that the successful candidate will be part of a peer group of 10 mutually supportive colleague headteachers.

The successful candidate must be someone who leads by example and embodies our leadership values. In return we can offer wide-ranging career development opportunities, excellent support, fantastic staff, supportive families and wonderful students.

Our extensive networks and excellent reputation mean that you will also gain access to and work with some of the best school leaders in the country.

You will:

- Have excellent and proven leadership expertise
- Be an outstanding leader with demonstrable track record of school improvement
- Be committed to the ideals of comprehensive education and inclusive schools
- Value enrichment and investment in extra-curricular opportunities alongside great teaching and learning inside the classroom
- Believe that there is no ceiling to what young people can achieve in the right environment
- Be committed to Trust wide collaboration and securing excellence for all our children in every school
- Be ready to fall in love with our school and everything it stands for.

We are incredibly proud of our Multi Academy Trust and in particular the schools within it and the potential to further improve standards of education for all children no matter what their starting point or their background. The Trust Board is highly ambitious and committed and we are looking for an individual who shares our values and commitment to the power of education to change lives.

How to Apply

Please complete an application form available on the school and Trust website and submit it with a supporting letter explaining why your values, skills, knowledge and experience to date make you a good fit for the post. Closing date for applications is: Friday 24th March at 12:00pm. Interviews will be held on 19th and 20th April.

I look forward to receiving your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER



THE TRUST

UFFCULME ACADEMY TRUST is a multi-academy trust (MAT) working across Devon and Somerset. It was born of the partnership between Uffculme Secondary School, an outstanding 11-16 comprehensive, and Uffculme Primary School, which is the nearest and biggest of the secondary school's eight feeder schools. It was subsequently joined by Axe Valley Academy, Holyrood Academy and Neroche Primary School. Uffculme School, was the founding school of the MAT and has been one of the highest performing comprehensive schools in the region for a significant time. The proposed merger with The Castle Partnership Trust brings with it the potential of working with a greater range of primary and secondary schools in Somerset including The Castle School in Taunton which is similarly well-regarded.

A copy of the consultation document is available on the Trust website.

www.uffculmetrust.org/news

This gives potential candidates a flavour of what the enlarged trust will be able to bring to our schools.



Safeguarding

Uffculme Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

We operate in accordance with our Child Protection and Safeguarding Policy, and applicants will be subject to a full Disclosure and Barring service check and as part of our due diligence process when shortlisting, we may carry out an online search of publicly available material to identify any incidents or issues which we might want to explore with the applicant at interview.

Equality and Diversity

The Trust recognises that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education.

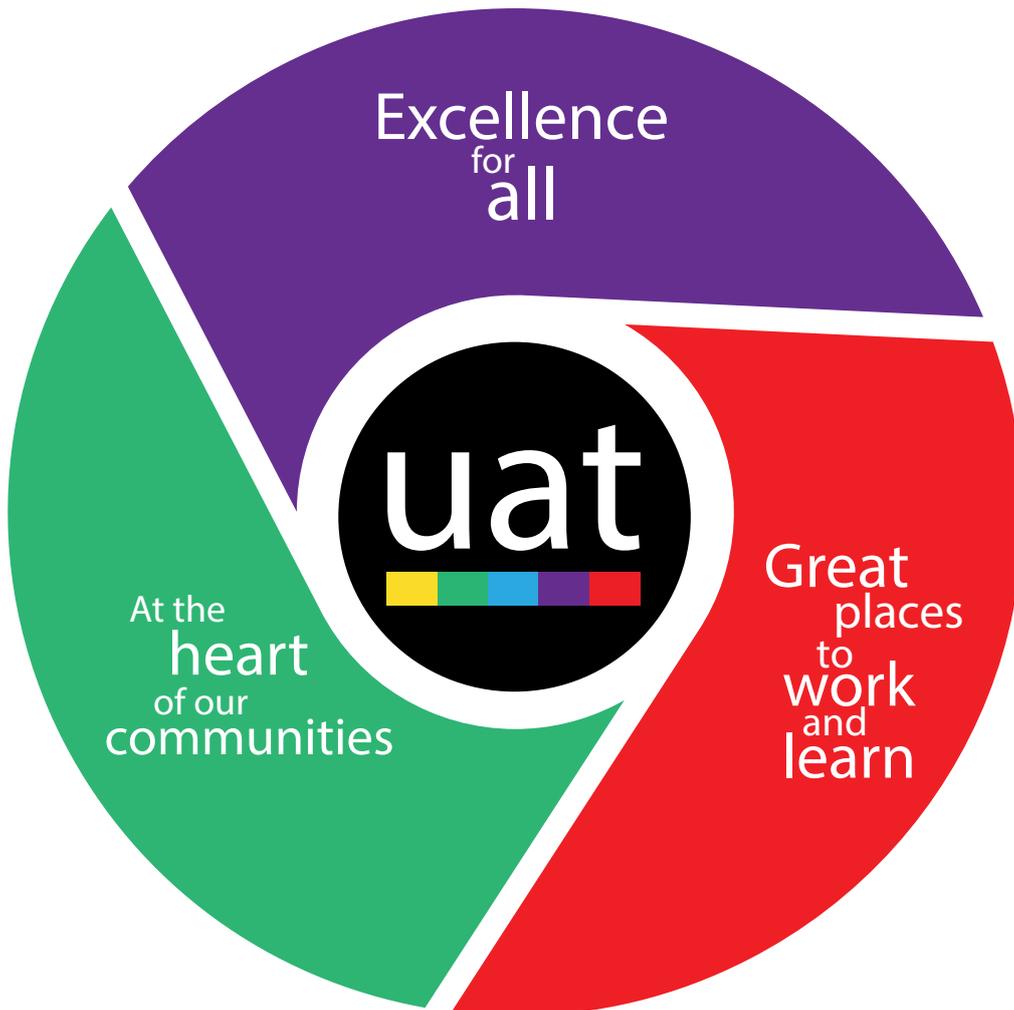
We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We also value diversity and recognise the varied contributions that a diverse workforce brings to an organisation; we are committed to drawing on different perspectives and experiences of individuals which will add value to what we do.



OUR MISSION

Our mission is to deliver excellent education from the ages of 2 – 18 so that children and young people fulfil their potential, lead safe happy lives and make a positive contribution to society.

OUR OBJECTIVES



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WE BELIEVE EACH OF OUR SCHOOLS IS
UNIQUE, SPECIAL AND SERVES THE
AMBITIONS, ASPIRATIONS AND CHALLENGES
OF ITS OWN COMMUNITY.

”





UAT VALUES

TRUST

We are a family of schools which is united in our goal to deliver excellent education, to break through glass ceilings and to create communities of learners with a unique and unbreakable bond. We believe in working together honestly, openly and with humility.

EQUITY

We believe in the potential of every child. Inclusion is at the heart of our mission and we understand that equity means that those with the greatest need deserve interventions which impact positively on their experience of school.

EXCELLENCE

Excellence is a habit. We are firmly committed to developing cultures where every learner is supported by our schools to develop the habits of excellence and to understand the intrinsic value of hard work across diverse domains. Success and hard work will always be highly valued and publicly celebrated.

INTEGRITY

We are true to ourselves and to the values of Uffculme Academy Trust. We understand that we are public servants and that we have a collective responsibility to hold ourselves to the highest standards.

KINDNESS

We treat everyone with care and compassion. Kindness, empathy and generosity underpin all of our actions. We cannot achieve anything of value without creating positive relationships along the way.

BELONGING

We believe in our communities and our place at the heart of them. We are loyal to their ambitions and respectful of their challenges. Our schools will be places of safety and also of joy. Children and young people will be proud of their schools, enjoy their time at school and experience many opportunities for academic and personal development.

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**WHEN YOUR VALUES ARE CLEAR TO YOU,
MAKING DECISIONS BECOMES EASIER.**

”





UFFCULME SCHOOL

We believe that Uffculme School is a very special place. It combines academic excellence with outstanding care for its pupils and is as concerned with providing exceptional opportunities and experiences outside of the classroom as it is inside.

Our motto is that excellence is a habit and the staff who work at the school go out of their way to exemplify this philosophy in order to support students in developing their own excellence. At Uffculme it is cool to do well. Pupils wear their badges with pride. They are polite and well-mannered; they hold the doors open for adults and one another; and they demonstrate gratitude for the work that staff do.

Teaching and learning is very strong. Teachers understand well how children learn and work hard to ensure that the curriculum is well-planned and sequenced and delivered in a way that supports students to know and remember more. Leaders at every level are ambitious for what students can achieve and consequently students are ambitious for themselves.

The enrichment and extra-curricular programmes are at the heart of what makes Uffculme tick. There are very many opportunities offered within: sport, music and drama, outdoor education, cultural visits and residential. The school is buzzing after hours and the vast majority of staff in the school lead or participate in aspects of the enrichment programme. Consequently relationships are also very strong and underpin the very positive culture and ethos.

Above all Uffculme is a happy school where members of the community flourish and are enabled to be themselves: individuals with a strong sense of who they are and where they belong.

Uffculme benefits from a large and beautifully appointed site within easy commuting distance to the regional centres of Exeter and Taunton. We can be found just off junction 27 of the M5, on the edge of the village. Once on site we are treated to gorgeous countryside views being surrounded by farmland. We are within easy reach of areas of outstanding natural beauty such as the Blackdown Hills, Exmoor, Dartmoor and close to the lovely Devon coastlines.

We strongly urge you to visit us if you can prior to submitting an application – but also understand if this is not possible and would not want it to be a barrier to applying.

To book a visit, please contact Paula Gibson, PA to the CEO: gibsonp@uat.ac

These will take place on:

Monday March 13th at 12.30

Friday 17th March at 9.30

Monday 20th March at 3.00

Tuesday 21st March at 10.00

For a telephone conversation please email: heathl@uat.ac with your contact details.





UFFCULME SCHOOL PERFORMANCE DATA

	2019	2020	2021	2022*	2023 predicted
P8 overall	0.69	1.01	0.94	0.19*	0.6
P8 disadvantaged	0.47	0.57	0.56	-0.57*	0.22
9-5 Eng and Maths	64%	68%	69%	72%	68%
9-5 Eng and Maths disadvantaged	44%	62%	43%	58%	42%
9-4 Eng and Maths	84%	92%	86%	88%	87%
9-4 Eng and Maths disadvantaged	62%	83%	63%	74%	76%



*2022 results are exclusive of English Literature and Religious Studies as both were taken while the Year 11 cohort were in Year 10 and do not therefore count in the 2022 performance tables.

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WE BELIEVE EVERY CHILD CAN BE SUCCESSFUL IN OUR SCHOOLS.

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WHAT ARE WE LOOKING FOR?

Good leaders believe that everyone has the capacity to improve and succeed. You know what success looks like and can clearly articulate why it is important and how it is achieved.

Leaders collaborate: they work in a culture of openness, transparency and trust. You set the strategic direction; create the climate in which it operates; plan and organise actions; create teams; build and sustain relationships; and deliver results.

Good leaders know that they cannot do this alone; you must work with people and we are looking for a leader who knows how to inspire, motivate and hold teams to account.

Leaders set the parameters for success. We can only ever be as good as the limit of the ambition of the leader. The actions we do not take, the red flags we ignore and the behaviour we walk past set the ceilings for everyone's ambition

Leaders must therefore be both relentlessly optimistic and relentlessly dissatisfied. Courage, humility, determination and creativity are essential qualities and skills. Never pretend when you don't know, cover up when you have made a mistake, or make a promise you cannot deliver.

Good leaders know that working in schools is hard. Therefore you show unconditional positive regard for colleagues, students and their families. You model the behaviours and attitudes you wish to engender. You enable and develop your teams and are open to feedback and questioning. You communicate regularly and authentically but are uncompromising when it comes to doing the right thing.

Good leaders do all of this and more. First and foremost you show up. Leading with genuine warmth, clarity, honesty and a moral purpose takes courage and on occasions a very thick skin. It is an intellectual, emotional and demanding pursuit

There is no set blueprint for effective leadership and leading in schools is undoubtedly challenging; but investing in colleagues, understanding workload and making schools places that people want to join and stay in are key to delivering the vision of the Trust.

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**LEADERSHIP
IS AN
ACTION
NOT A
POSITION**

.....
Donald McGannon

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WHAT CAN YOU EXPECT FROM US?

As a Headteacher in Uffculme Academy Trust you will be part of an organisation that understands how important it is for colleagues to have a work life balance and spend time with their families.

Governor meetings are between 5 and 6 a year and we don't schedule other meetings at weekends or in the evening.

We know you will want to attend and participate in school events so we will do our best to ensure that other calls on your time are reasonable.

Having said that, we also know that sometimes things happen where you feel you need some urgent or immediate advice. We will respond to your calls if you need to talk.

All Headteachers at UAT are entitled to dedicated leadership coaching from external experts. Our coaches have been school leaders and will support leaders to develop on their own leadership journeys.

You will be part of a peer group of friendly and supportive colleagues who understand the demands of the role and who will roll their sleeves up and help out if you need it. Our team of Headteachers meet half-termly as a team and you will also have an additional half-termly meeting with your fellow secondary heads.

We share the load by working together on policies, letters and other documents that we all need.

We will also support you joining other local networks for example Devon School Leadership Services.

Our central team will also free you up to focus on your core business by providing you with expert help with:

HR

Finance

Estates and premises management

Marketing and communications

IT and MIS systems

Data and assessment

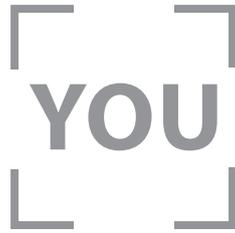
SEND

Safeguarding

Governance support

Ofsted preparation.





JOB DESCRIPTION

UFFCULME ACADEMY TRUST HEADTEACHER JOB DESCRIPTION

Role: Headteacher

Responsible to: Chief Executive Officer

Leadership scale L29-34

Key Purpose of Job:

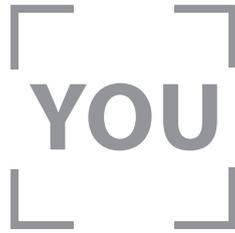
- Ensure that the school provides an excellent quality of education for all pupils at the school
- Communicate efficiently the school's vision and drive the strategic leadership, empowering all pupils and staff to excel
- Ensure continuous improvement with a consistent focus on pupil achievement by setting high expectations and stretching targets, using aspirational data and benchmarking to monitor progress
- Monitor, evaluate and review school practice and promote whole school improvement strategies.

KEY DUTIES AND ACCOUNTABILITIES OF THE POST

Leadership and Management:

1. Create an ethos within which all staff are motivated and supported to develop their own skills and support each other.
2. Promote the sharing of best practice across the school between teachers and a culture where less than good practice is challenged and improved.
3. Ensure high levels of staff morale and well-being.
4. Engage in the effective recruitment, induction and retention of high quality staff
5. Identify emerging talents at all levels, coaching and encouraging aspiring leaders in a climate of excellence, leading to good succession planning.
6. Hold all staff accountable for professional conduct and practice.
7. Ensure that systems, organisation and processes are all effective, efficient and fit for purpose, upholding the principles of transparency integrity and probity.
8. Provide a safe, calm and well-ordered environment for all pupils and staff with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
9. Establish and implement rigorous systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.





10. Welcome strong governance and actively support the Local Governing Committee and Trustees to deliver their functions producing relevant reports and key information as required.
11. Ensure that all leaders within the school are supported and challenged to undertake their leadership responsibilities and seek to create effective teams of developing leaders at all levels in the school.
12. Uphold and model the highest personal and professional standards including integrity, honesty, diligence and respect for others at all times when executing duties in line with the post and taking a tough principled stand where necessary.

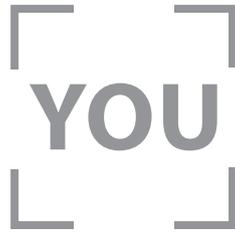
School Improvement

1. Lead the improvement and development of the school on the basis of evidence about effective practice, and promote a strong culture of continuous professional development of Trust staff.
2. Demonstrate political astuteness in promoting the best interests of the school in the context of Trust core objectives, translating opportunities arising for local and national policy into the school context.
3. Use well evidenced educational research to help contribute to self-improving and school led systems.
4. Ensure that developments within the school are consistent with our core objectives and further seek to serve our local community.
5. Demand ambitious standards for all pupils overcoming disadvantage and advancing equality, instilling a shared sense of accountability in staff for the impact of their work on pupil outcomes.
6. Maintain and secure outstanding teaching for all pupils through an understanding of the features of successful classroom practice and curriculum design.
7. Monitor, evaluate and review school practice and promote school improvement strategies.
8. Enable effective curriculum delivery through appropriate sharing of teaching expertise.
9. Ensure that a commitment to a fully inclusive approach permeates all decision making.

Stakeholder and community engagement

1. Ensure that communication systems and processes are consistent, embedded and working effectively.
2. Implement effective change management, leading change and ensuring buy in from all key stakeholders.
3. Model positive relationships and attitudes towards our pupils, and engage parents, governors and members of the local community in the constant improvement of all that we do.



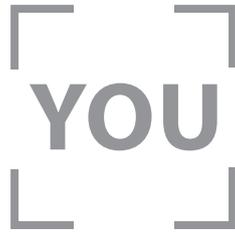


4. Develop a transparent and positive relationship with all stakeholders.
5. Work effectively and maintain positive relationships with leaders at neighbouring schools.
6. Develop the capacity for the school to work across the Uffculme Academy Trust and improve outcomes for all pupils.
7. Develop effective relationships with other services to improve academic and social outcomes for all pupils.
8. Support the Director of Training School to create a centre of good practice in initial and continuing teacher education.
9. Work effectively with other Headteachers across the Trust to share best practice and create effective Trust wide systems where appropriate.
10. Inspire and influence others-within and beyond the Multi Academy Trust-to believe in the fundamental importance of education.
11. Engage positively with parents, governors and friends of the school to maintain strong relationships and partnerships and safeguard the reputation of the school at all times.

General

1. Ensure that the school is compliant in terms of statutory and legal obligations, such as H&S, Fire Management and Safeguarding and ensure that policies, systems and processes are integrated, consistent and working effectively.
2. With the support of the Finance Director lead on strategic financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupil outcomes and the sustainability of the school.
3. Maintain a thorough knowledge and understanding of policy direction and key accountability changes from DfE, Ofsted, Ofqual and other regulatory bodies and regularly review practice in the light of this information.
4. Prepare policy review papers as required and requested.
5. Maintain a presence in local and national professional networks and through these and other means ensure a current overview of relevant policies and developments.
6. Comply with and uphold all respects of the Trust's code of Practice on equality and diversity.
7. Contribute to the safeguarding and promotion of the welfare and safety of children and young people with regard to the relevant documents published by the Department of Education, within any academy in the Uffculme Academy Trust.





Supervision / Line Management Responsibilities of the post

There will be a requirement to be flexible in terms of line management responsibilities.

Other Duties

1. To undertake additional duties as required, commensurate with the level of the job.
2. To participate in induction training, staff review processes and professional development opportunities.
3. All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
4. The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
5. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
6. The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed.

This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

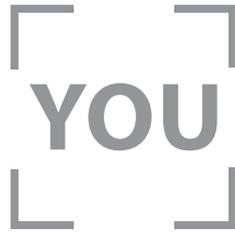




PERSON SPECIFICATION

Area:	Job Requirements	Essential/Desirable
Qualifications and Professional Development	Good Honours Degree	E
	QTS	E
	NPQH	D
	Level 3 Safeguarding Training	D
	Completion of other Recognisable Leadership Programme	D
Experience and knowledge	Experience of:	
	• Headship in a secondary setting	D
	• Senior leadership in a secondary setting (3-5 years min)	E
	• Leadership of the curriculum and line management of heads of department	D
	• Pastoral Leadership and line management of pastoral leaders	D
	• Effective working with governors	D
	• Leading effective change and significant improvement within a secondary school setting	D
	• Holding key leaders to account	E
	• Working with data to identify key areas of improvement	E
	• Effectively leading and motivating staff and students	E
	• Effective engagement with parents	E
	• Quality assuring teaching and learning	E
	Knowledge of:	
	• Current thinking around National educational priorities including recent initiatives	E
	• The Ofsted Education Inspection Framework	E
• Keeping Children Safe in Education	E	
• The SEND Code of Practice	E	
Skills and Qualities	• Evidence of up to date professional development relevant to secondary education	E
	• Ability to effectively support the professional development of educational staff to motivate, empower, challenge, and enable staff to realise and meet their full potential in accordance with the statutory framework and standards	E
	• Ability to analyse and present data effectively including progress and behaviour information	E
	• Good understanding and demonstration of the skills and attributes required for effective leadership	E
	• Ability to swiftly identify needs of vulnerable pupils and use this knowledge to inform policy and practice	E
	• Experience of implementing effective strategies which improve behaviour management	E
	• Experience of policy writing and devising schemes of work	D
	• Ability to foster the culture which challenges inequality.	E
	• Ability to establish a positive ethos with an accent on high achievement for all	E
	• Ability to empathise with the needs of pupils and to be firm but fair and consistent	E
	• Ability to prioritise and manage time effectively	E





- A team player with the ability to establish good working relationships with staff, pupils, parents, colleague headteachers and, governors and Trustees E
- The ability to communicate clearly and concisely both verbally and in writing at all levels E
- The ability to set clear expectations and parameters and to hold others to account for their performance E
- The ability to deliver excellent classroom teaching and secure outstanding student progress E

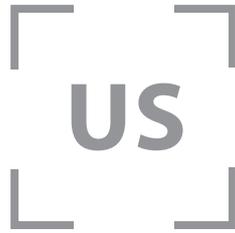
Personal Qualities

- The tenacity to see things through and secure, where necessary, 100% compliance from staff and pupils E
- Willingness to engage carers to encourage close involvement in their child's education E
- Flexibility in approach E
- Enjoyment in overcoming challenges E
- Ability to manage and prioritise effectively E
- Ability to enthuse and motivate others developing strong partnerships within internal and external stakeholders E
- Willingness to share expertise and knowledge with others E
- A sense of humour and the ability to bounce back when things don't work out as hope for E
- Appreciation of work life balance E
- Willingness to ask for help and support if necessary E

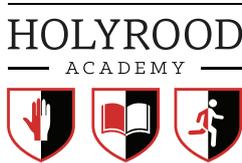
Other

- An understanding and appreciation of Multi Academy Trusts and how they operate within the educational landscape D
- A willingness to contribute to system leadership and to support the development and improvement of other schools within and outside of the Trust E
- The ability to uphold the principles of Uffculme Academy Trust and to never allow them to be compromised. E





AXE VALLEY ACADEMY is an 11-16 school, with 590 students, based in Axminster, Devon – a beautiful market town based in East Devon. With its quaint villages and unspoilt countryside, and just a few miles inland from the Jurassic Coast World Heritage Site, Axminster is the perfect place to live and work, with the best of Devon and Dorset on its doorstep.



HOLYROOD ACADEMY is an 11-18 Academy in Somerset with approximately 1330 students on roll – including around 150 in the sixth form. It is situated in the centre of the market town of Chard and it is the only secondary school in the town. We are therefore fully comprehensive and committed to providing an excellent education in the service of our whole community.



NEROCHE PRIMARY SCHOOL is truly an exceptional place of learning – it is a single form of entry school with one class for each year group. We have over 210 pupils from Reception to Year 6 as well as over 40 children on role in our preschool setting.



UFFCULME PRIMARY SCHOOL is a single form of entry school with one class for each year group, with over 220 pupils from Reception to Year 6. We place great emphasis on knowing children as individuals and identifying their individual needs. We provide a safe and happy environment in which all children can reach their full potential.

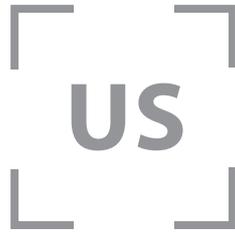


UFFCULME SCHOOL was the founding school of the Uffculme Academy Trust and exemplifies our key values. A truly outstanding 11-16 school with approximately 1060 students on roll, based between Taunton and Exeter, near the rolling Blackdown Hills and close to the M5 motorway.



WEST COUNTRY TRAINING ALLIANCE demonstrates the value the Trust places on developing our staff and growing our own talent. WCTSA are a strategic partner of the South West Institute for Teaching (SWIFT) and provide high-quality continuous professional development, Initial Teacher Training (ITT) and support for school improvement. WCTSA is based at Uffculme School, which acts as the lead school for our School Direct ITT programme.





LOCATIONS

All our schools are situated in the beautiful countryside of Devon and South Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



#BETTER TOGETHER



TWITTER @TrustUffculme | LINKEDIN @UffculmeAcademyTrust



Chapel Hill, Uffculme, Devon, EX15 3AG | 01884 842900 | admin@uffculmetrust.org | www.uffculmetrust.org

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