

Discovery Multi-Academy Trust Application Pack – Head of School



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INCLUSIVE

COLLABORATIVE

EXCELLING

WELCOME



Dear Applicant,

Welcome to Discovery Multi-Academy Trust and thank you for your interest in our vacancy.

Our successful Trust was formed in 2016 and is the result of the amalgamation of three primary schools from across the Plymouth area; including Oakwood Primary Academy, Beechwood Primary Academy and Weston Mill Community Primary Academy.

At Discovery MAT our key aim is to ensure that every child is able to thrive and achieve their full potential, through quality learning experiences. We also ensure that our children are safe, secure and happy during their time with us and endeavour to fully prepare them for their secondary school education and beyond.

To achieve our vision, we:

- Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all
- Develop joyful learning communities that work together to improve standards and outcomes for our children, as part of a wider community
- Ensure that we remain committed to the following values that underpin the way we work:

DEMOCRATIC, INCLUSIVE, EXCELLING, COLLABORATIVE

As part of our vision to be one of the South West's most vibrant collaborative educational establishments, we want to enable every child to learn in a rich, challenging, imaginative and inclusive environment.

Our commitment to achieving these goals for our children begins with the dedication and hard work of our school staff, Local Advisory Board (LAB) and Board of Trustees. Whether you are a teaching assistant, a new member of the administration team, a class teacher or a senior leader you have an equally important part to play in the success of our Trust. Along with hard work comes a huge amount of fun and massive rewards from working with a fantastic team of staff and children.

We are here to nurture, educate and inspire our young people and are fully committed in supporting and developing every member of staff to be the best that they can be.

We look forward to being able to welcome you to be part of our team!

Dan Matthews Chair of the Board of Trustees

Alison Nettleship CEO

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ABOUT US

Our Trust currently comprises of three primary academies. We embrace the individuality of each of our academies, their pupils, staff and communities, but work collaboratively as a Trust to ensure the best possible learning opportunities for all of our pupils. This is reinforced by our shared leadership, experience and support network.



Beechwood Primary Academy

At Beechwood Primary Academy we believe in developing a child intellectually, creatively, emotional, physically, spiritually and morally. This takes place in the caring and supportive environment of an academy that is proud to be at the heart of the local and wider community, raising standards of attainment for all pupils. We aim for our children to be confident, happy and healthy individuals, successful learners and responsible citizens.

Weston Mill Community Primary Academy

At Weston Mill Community Primary Academy, we believe that excellence in education is an attainable goal. To reach the goal, we support high expectations and standards for our children, so that each child may reach their full potential. Excellence in education is a responsibility shared by all participants in the process: children, parents, teachers, administrators, LAB members and the local community. We aim to maintain an environment in which children are happy to explore and learn, where children and adults respect the views of others and ideas. We celebrate individuality and support children in developing their potential.

Oakwood Primary Academy

Oakwood Primary Academy strives to ensure that every pupil achieves their full potential and that all staff are committed to ensuring that this happens. Alongside our commitment to academic excellence, Oakwood is underpinned by our four core values of democracy, inclusion, collaboration and excellence. We consider these to be integral to our pupils' success and well-being. These values help us to install a love of learning and a commitment from all pupils and staff.

GOVERNANCE & LEADERSHIP

The governance and leadership of the Trust work together to ensure that services and expertise are provided effectively to each of the academies.

Members

The members of the Trust are the 'guardians' of the governance of the Trust. They have a number of statutory rights and responsibilities that are set out in the Academy Trust's Articles of Association. They meet at least once a year and receive an annual report from the Trustees and the CEO on the Academy Trust's performance;

The Board of Trustees

The Board of Trustees have an active role in monitoring and determining strategy for all aspects of Discovery MATs performance. Our Trustees have a wide range of experience and skills, both within and outside of the education sector, which allow them to govern the Trust to a high standard. They are responsible for ensuring that our academies are effective.

The Local Advisory Board

The Trust has a central Local Advisory Board (LAB) which operates across all three of our academies, allowing the LAB to have greater scope for comparison, challenge and enabling effective sharing of good practice at school level. The LAB review and monitor our academies to ensure the best outcomes for all of our children.

The Senior Leadership Teams

Our Senior Leadership team is made up of the CEO, Director of Education, Trust Inclusion Lead and Heads of School. The team ensures that every pupil can thrive in a supportive and inclusive environment and that they are able to access learning opportunities in order to prepare them for their next stages in life.

The Central Team

Our Central team supports the business functions of the Trust and comprises the Chief Finance Officer, Head of People, Facilities Manager and the Trust Business Officer. They are an experienced team who ensure that legal and ethical compliance is adhered to, facilitating the smooth running of our schools.



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WORKING WITH US

At Discovery Multi-Academy Trust we appreciate the work our staff do in supporting our pupils, both academically and emotionally, which allows our academies to run smoothly and supports them to be successful. The Trust wishes to attract people who enjoy working in an exciting and dynamic environment, with the aim to support our pupils in order for them to be able to thrive.

We can offer you, as future employees, many benefits including expert support and guidance, an inclusive working environment, the opportunity to collaborate and form working parties focusing on key areas of research and improvement with the Trust, the opportunity to work with outside agencies and other professionals, a commitment to professional development and support from experienced colleagues - including coaching.

Induction

When you join us, you will receive a comprehensive induction to the Trust and to your individual school. This will include information about our systems and processes, safeguarding, teaching and learning and our trauma informed approach.

Commitment to Professional Development

Establishing a strong professional development culture is a priority within the Trust and fundamental in supporting our vision in order to elevate the quality of teaching and learning and therefore ultimately improve pupil outcomes. Planned Professional Development opportunities are provided internally, within each of the schools, and collectively across the MAT through a Layered Professional Development Model.

In addition to the Professional Development Model, staff are also supported through a yearly Individual Professional Development Plan, which links to CPD, and ensures that all members of staff are supported to develop the knowledge, skills and understanding which are needed to carry out their roles effectively. The Trust also provides a Professional Development Scheme, which provides financial sponsorship for staff who wish to undertake further qualifications.

Staff are also able to access information regarding job roles and career advancement available within the MAT, through Professional Development Career Pathways. These pathways provide clear advice and direction for all levels of career progression.

Recruitment & Retention

We understand that the wellbeing and commitment of our staff determines our capacity to develop and improve. We are dedicated to supporting our staff and follow a national programme of support for our Early Career Teachers (ECTs). We also encourage our staff to engage in undertaking professional qualifications, including NPQs, HLTA and SENCO qualifications.

Well-being

In order to prioritise the mental health and wellbeing of pupils we strive to promote and support the mental health and wellbeing of our staff. As a Trust we ensure that we encourage positive mental health within our schools, this includes; staff recognition boards, planned well-being days, nominated staff reward days, counselling support and staff supervision sessions. Whilst all staff have a responsibility to promote positive mental health, we also have mental Health Leads in each of our schools, who are overseen by the Trust Inclusion Lead.



We have a varied range of job roles across our Trust from teaching, support, administration and central functions. If you have the passion and commitment to support our pupils, and a desire to make a difference, then we would like to hear from you.

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JOB DESCRIPTION

Job Title: Head of School

Responsible to: Chief Executive Officer

Grade: Leadership Scale 10-14

The position is subject to the conditions of employment contained in the Teachers' Pay and Conditions document 2005, the Education Reform Act 1988, and other current educational and employment legislation. This job description is not a comprehensive definition of the post. You are required to carry out such professional duties which form part of paragraph 60 of the Document which the Chief Executive Officer may reasonably ask you to undertake. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Our Vision

We will ensure that all children are able to thrive through quality learning experiences, ensuring their readiness for the next stage in their learning.

To achieve our vision, we will:

Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.

Develop learning communities that work together to improve standards and outcomes for our children, as part of a wider community.

Ensure that we remain committed to the Discovery values: **Inclusive, Excelling, Democratic and Collaborative.**

Key priorities for the role

- To work closely with the CEO, Trustees and Leadership Team to develop, deliver, implement and monitor strategic vision to ensure that their school is delivering the highest possible educational provision and standards for our pupils
- To inspire the creation of the best possible education opportunities for young people within the Trust, in order to transform lives and build futures
- Provide leadership and management to deliver agreed performance outcomes in all areas of school improvement and educational performance
- Ensure that their school is provided with the highest quality monitoring, challenge, support and intervention to raise standards and improve outcomes for all young people
- To provide support and coaching to their team and maintain and improve standards
- To actively support and promote partnership working
- To act as the strategic lead for safeguarding
- To act as a quality assurance officer for all aspects relating to Ofsted inspection, safeguarding and for internal processes and management

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Key areas of responsibility

- Leadership and management of the academy, focusing on all aspects of improvement, ensuring that any improvements are implemented effectively
- Support their team to translate the strategies into agreed objectives and operational plans which will promote and sustain school improvement and improving achievements of all children
- To actively promote equality of opportunity in assuring the academy's curriculum provides the best possible education for all pupils, considering ethnicity, gender, special educational needs, English as an additional language, disability and emotional needs that may affect learning
- Motivate, coach and mentor staff to ensure they promote a shared culture and positive climate for all
- Contribute to the development of Trust policies and procedures
- Ensure the school has robust self-evaluation that is rooted in sound evidence of impact
- To work with the leadership team to guide appropriate growth and development of the school within the Trust
- Monitor and evidence impact of devolved budget allocation ensuring that resources are used effectively

Leadership and Management

- To assist the Trust Leadership Team in shaping a vision and direction for the academy, setting out very high expectations and with a clear focus on pupil achievement
- All aspects of the day-to-day administration, organisation and staff management of the academy
- As part of the Leadership team, play a key role in setting aims and objectives for the school and in formulating the school improvement plan, promoting systems to improve progress and standards
- Develop Trust wide networks and a shared culture that enables staff at all levels to work collaboratively, develop joint practice, celebrate success and accept responsibility for outcomes
- Develop strategies to manage staff workload and to enhance staff well-being
- Foster an ethos of challenge and support in which all pupils can achieve success and be fully engaged in their own learning
- Encourage and promote innovation in educational provision through enquiry led practice, ensuring that the schools can meet changing needs and demands consistent with government guidelines and requirements
- Provide outstanding and collaborative leadership with the ability to forge positive relationships, both internal and external, to the Trust in order to promote success and to have high expectations for students of all ages
- Respond speedily to address under performance in the academy
- In partnership with the Leadership Team, further develop Trust wide systems to support teaching and learning
- Develop and refine efficient and informative reporting of school's performance, appropriate for the difference audiences which require information
- Attend panels and strategic working groups as required
- To participate in recruitment and selection as agreed with the CEO

Teaching and Learning

- To provide leadership and support for colleagues with regard to teaching and learning and the curriculum including:
 - Supporting the planning and delivery of the curriculum across the academy
 - Supporting team leaders and subject leaders in developing their role, in particular in relation to raising standards
 - Supporting teams and individuals where required with short-term planning
 - Supporting staff in the use of assessment information to inform teaching and learning so that all pupils make at least good progress and meet national age-related expectations
- To undertake a lead role in maintaining a high standard of pupil behaviour and support within the framework of the academy's Behaviour Policy and supporting other staff as necessary
- To liaise effectively with parents and carers, to ensure good relationships between school and home in order to improve teaching, learning and behaviour

Governance

- Attend Governance meetings as required
- Monitor and review educational performance data for the LAB or Board where required and present to the Leadership Team / Board
- Contribute to the development of an appropriate and effective governance and management model
- Ensure schools follow all legal mandates, DfE and Ofsted in all aspects related to management of schools and pupils
- Provide strategic advice and expertise to support and development of the Trust's growth strategy
- Provide reports and updates as required

Key Organisational Objectives

- The post holder will contribute to the Trust's objectives in service delivery by
- Enactment of Health and Safety requirement and initiatives as directed including day to day Health and Safety management of the Academy
- Ensuring compliance with GDPR legislation
- At all times operating within the Trust's equal opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate; and
- Contributing to the maintenance of a caring and relational environment for pupils and staff

Key Contacts and Relationships

- Board of Trustees
- Trust Leadership Team
- Senior Head of School
- Central Office Management Team
- Leadership Team

- Department for Education
- Local Authorities
- Regional Schools Commissioner and Head Teacher Board

Working Environment

- There will be a requirement for flexible working, for example attend meetings outside of core hours
- There will be a need to travel throughout the Trust

PERSON SPECIFICATION

To carry out the responsibilities of this post effectively, the Head of School will require the following qualifications, leadership, management and personal skills, attributes and experiences.

REQUIREMENTS	ESSENTIAL	DESIRABLE
Qualifications	<p>Qualified Teacher Status</p> <p>Educated to an Honours Degree level</p> <p>Evidence of personal commitment to professional development</p> <p>Successful Leader in schools</p> <p>Recognised Leadership qualification e.g. NPQSL/NPQH/NPQEL completed or working towards.</p>	<p>Successful record in a leadership role</p> <p>Experience of Deputy / Designated Safeguarding Lead or equivalent</p> <p>Experience of school inspection or school to school support</p> <p>Further relevant qualifications (master's degree etc.)</p> <p>Evidence of post-graduate study/research</p> <p>Experience of teaching in more than one key stage</p> <p>Understanding of Multi-academy Trust governance</p>
Leadership	<p>Experience of effective leadership in a primary school</p> <p>Experience of leading a whole-school initiative and impacting change</p> <p>Evidence of leading and impacting upon a curriculum area, Key Stage or across the whole school</p> <p>Strategic planning processes, tools and techniques</p> <p>The ability to translate a visionary/innovative concept into a practical implementation plan</p>	<p>Experience of leading a KS1 or KS2 team / whole school initiative</p> <p>Experience of working with, and collaboration with, external agencies, partners and professionals.</p>
Management	<p>Ability to work under pressure and priorities effectively.</p> <p>Have a commitment to the professional development of all staff</p> <p>Governance experience or experience working with governors and/or academy boards</p> <p>Have experience of performance management procedures with both teaching and non-teaching staff</p>	<p>Organisational development, planning and implementing change</p> <p>Strategic financial planning, budget management and principles of best value</p> <p>Accountability frameworks</p> <p>Effective recruitment, deployment and management of staff</p> <p>Technology to enhance organisational effectiveness</p>

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	<p>Be able to monitor and assess the quality of the work of all staff, giving encouragement and support as required</p> <p>Be able to coach and mentor individuals, to challenge and inspire them, and lead by example</p> <p>Have experience of building and sustaining effective working relationships with staff, parents and other stakeholders</p> <p>Evidence the impact of effective planning, prioritisation, organisation, delegation and co-ordinate own work, and that of other staff</p> <p>Evidence of developing school policies, schemes of work and action plans for school improvement</p> <p>Have a clear understanding of, and commitment to safeguarding procedures</p>	<p>Strategies to maximise contributions from the workforce</p> <p>Legal issues relating to leading and managing an Academy Trust, derived from all relevant statutory and regulatory frameworks</p>
Teaching and Learning	<p>Knowledge and understanding of:</p> <p>Methods to ensure the specified teaching standards are harnessed and maintained by teaching staff</p> <p>Curriculum design and management</p> <p>Principles of quality learning, teaching and assessment including school review and self-evaluation</p> <p>Use of external support and expertise</p> <p>Behaviour and attendance management</p> <p>New technologies to support learning and teaching</p> <p>Strategies for improving outcomes and achieving excellence for all</p> <p>Tools for data collection and analysis</p> <p>Experience of monitoring and improving the quality of teaching and learning</p>	<p>Knowledge and understanding of:</p> <p>Ways of applying effective practice and research evidence to improve outcomes</p> <p>Political impact of external, community or family factors on learning</p>
Professional Competence	<p>An excellent and innovative classroom practitioner, with experience of teaching a range of age groups</p> <p>Commitment to inclusive practice</p>	<p>Experience of working in EYFS, KS1 and KS2</p> <p>Experience of leading more than one curriculum or management area across the entire primary age-range</p>

	<p>Be reflective and have the analytical skills necessary to assess and make informed use of information and data derived from a variety of sources, including self-evaluation</p> <p>Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues</p> <p>Strong ICT skills</p> <p>Evidence of ensuring pupil progress and attainment year on year</p>	
Communication	<p>Have excellent interpersonal skills, both with adults and children, with the ability to communicate clearly and effectively at all levels (both orally and in writing)</p> <p>Ability to consider the view of others</p> <p>Have the commitment and skills to further develop close partnership working with parents and carers</p> <p>Have an approachable, warm and empathetic communication style, while being able to deliver 'hard' messages</p> <p>Strong negotiation skills and the ability to influence others to the benefit of the Trust</p>	<p>Experience of wider work supporting the extended school community</p> <p>Experience of supporting schools across the Local Authority or beyond through partnerships</p>
Personal Attributes	<p>An ability to use the full range of leadership skills and qualities including emotional intelligence as appropriate to the situation</p> <p>Enthusiastic and motivational with strong morale building skills</p> <p>Resilient and determined but can also provide support, demonstrate empathy and deal with staff in a sensitive and considerate manner</p> <p>Enjoy working with children, and have a commitment to both their overall wellbeing and academic progress</p> <p>Have a sensitive approach to the implementation and management of change</p> <p>Remain positive even under difficult circumstances</p> <p>Enjoy celebrating children's successes</p> <p>Have the ability to think strategically and synthesise information quickly</p>	<p>Remain positive even under difficult circumstances</p>

	<p>Good team player with a positive approach to change management</p> <p>Have a calm, cheerful disposition, being able to cope with both successes and challenges with equanimity and humour</p> <p>Have personal impact and presence, energy and perseverance, self-confidence, reliability and enthusiasm</p> <p>Ability to manage time effectively and work to deadlines</p>	
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