



Chipping Sodbury School

Respect, integrity, aspiration and responsibility



Headteacher





Chipping Sodbury School is an institution built on tradition and strong core values. It is these values which have developed so many young people over the years and provided them with the opportunities to develop and grow into successful individuals within the local community and beyond. The origin of the school dates back to the Middle Ages when the school was set up as an Endowed School to provide free education for the townsmen. It has gone through many transformations since then which have involved it becoming a Grammar School, a Comprehensive School in 1970, and then a Cooperative School in 2013 and now a partner school within The Athelstan Trust.

Whilst there have been changes over the years, the history remains central to the school's values and ethos. The Endowed Foundation still provides support for students and is an important part of the school. In order for all within our community to have the best opportunities in life, we believe that the four key values of Respect, Responsibility, Aspiration and Integrity are fundamental.

Chipping Sodbury School is located on the edge of the Cotswolds, close to both Bristol and Bath and has great access via the M4 motorway which provides strong options for commuting for staff. This in turn has resulted in Chipping Sodbury being able to recruit some of the best professionals from across the region. It also provides a good opportunity for student learning outside of school and in particular experiences such as theatre visits, outdoor education, musical experiences, and exploration of the arts is central to the wider curriculum.

We believe in providing students with the very best opportunities through achieving the strongest educational outcomes and to do this we have the highest of aspirations. To support this we engage with students from primary school and educate them to when they become young adults at 18. The school has strong links with the local primary schools and is one of three partners in the high achieving Post-16 Cotswold Edge Partnership. Whilst three schools are involved in this partnership and there is shared teaching, the school retains a Sixth Form on site and students from across the partnership access the very best of teaching at Chipping Sodbury School as well as at Yate Academy and Brimsham Green School. This partnership not only supports students in a broad and balanced curriculum, but also is key in providing staff with professional development and the opportunity to teach A-Level and Applied General qualifications.





Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of five secondary schools and two primary schools in Wiltshire, Gloucestershire and South Gloucestershire. Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We intend to enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

A handwritten signature in black ink that reads "Tim Gilson".

Tim Gilson
Chief Executive Officer
The Athelstan Trust





Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich, fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

- Internal career opportunities
- Personalised professional development and training
- Employee Assistance Programme
- Flexible working opportunities and a genuine commitment to family and work/life balance
- Nationally negotiated cost of living pay
- Automatic enrolment to the teacher or local government pension schemes
- Generous holiday allowance for support staff
- Recognition of local government continuous service
- Cycle to Work Scheme
- Discounts at local leisure centres





Headteacher

Salary:	£85,146 - £98,616 depending on experience (L25 – L31)
Contract:	Permanent, full time Flexible or part-time hours will be considered
Location:	Chipping Sodbury School
Closing date:	29 April 2024 at noon
Interview dates:	7 & 8 May 2024
Start date:	1 January 2025

The Athelstan Trust is a successful and growing Multi-Academy Trust consisting of five secondary schools and two primary schools in Wiltshire, Gloucestershire and South Gloucestershire. We currently employ over 600 people and educate 4,100 pupils and plan to expand further over the coming years.

As a member of our Athelstan Trust, you will benefit from:

- Being part of a trust that is absolutely committed to raising educational standards for all the children in our schools
- Our commitment to developing the talents and skills of all our staff throughout their career
- Being part of a caring, collaborative and excellent community.

The Trustees of the Athelstan Trust wish to appoint an excellent teacher and school leader to the post of Headteacher Chipping Sodbury School from January 2025. This is a very exciting time to be joining the Trust where we all work together to raise standards in all our schools. This post offers a talented and ambitious school leader a wonderful opportunity to work in a supportive Trust that is committed to high quality professional development for its staff.

We are pleased to offer a generous benefits package including: teachers' pension scheme, employee assistance programme accessible by you and your family and cycle to work scheme.

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We are a flexible working employer, and we are willing to make any reasonable adjustments you require during your interview so please ask us.

The Athelstan Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check along with standard pre-employment safeguarding checks. References will be sought for shortlisted candidates before interview. Please also be aware that you will be subject to an online check and that you may be questioned about the findings of such a check at your interview.





Headteacher Job Description

This job description reflects the **National Standards of Excellence for Headteachers** (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the CEO, Trust board, the local governing body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The head of school should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the CEO and the local governing body, the Headteacher provides leadership and direction for the school and ensures that it is managed and organised on a day-to-day basis to meet its aims and targets. The Headteacher, working with others within the Trust, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools within the Trust and beyond, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the Athelstan Trust and school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.





Section 1: Ethics and professional conduct

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

Headteachers 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

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- 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 leaders of their school community and profession, headteachers:

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





Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- 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

3. Curriculum and assessment

Headteachers:

- 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





4. Behaviour

Headteachers:

- 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 school'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

5. Additional and special educational needs and disabilities

Headteachers:

- 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

6. Professional development

Headteachers:

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

7. Organisational management

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- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- 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 school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers 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
- work with the Trust leaders and other Headteachers within the Athelstan Trust to support the aims of the Trust.

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility

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- establish and sustain professional working relationship 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

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post.

It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.





Person Specification – Headteacher at Chipping Sodbury School

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications	Degree Qualified Teacher Status Evidence of significant ongoing professional development	First/Second Class Hons Degree. Higher degree or post graduate qualification. NPQH
Work related experience and associated skills	An excellent classroom teacher A passionate commitment to comprehensive education. Able to inspire and motivate students to develop their full potential and raise aspirations. Have a proven track record of innovative, collaborative and successful leadership. At least four years' experience of senior leadership Experience of working with Governors and/or other professional bodies. A commitment to collaboration between schools.	Evidence of involvement of a wider education network. Experience of mentoring / supporting teachers. Experience in more than one school. Experience of working in a MAT or federation.
Aptitudes, skills and abilities	Able to work effectively with Chief Executive Officer, Chair of LGB and other Trust Leaders collaboratively. Able to enthuse, motivate and lead staff and students. Approachable and emotionally intelligent. Able to set targets, meet deadlines and to work under pressure. Warm, caring personality. Good presentational skills and public speaking. Drive, determination and resilience. Able to inspire the confidence of the parents and wider local community.	A sense of humour. An imaginative and creative thinker capable of delivering solutions.

