



Candidate Pack

For the vacancy of Head Teacher

[Stoke Damerel Primary Academy]



Letter from the CEO: An Introduction to our Trust

Dear Candidate,

Thank you for taking the time to look at our advert for the Head Teacher which is a new and unique opportunity arising within the Trust. I would like to take this opportunity to welcome and introduce you to Reach South Academy Trust.

We are a family of schools that work in collaboration for the benefit of all of our pupils and students. We strongly believe that our charitable objectives, to advance education in the UK, are best realised through collaboration, not only within the Trust but also beyond the Trust, where it brings educational benefit to children and young people.

Reach South was established in 2016 to provide primary, secondary and special education in the South West of England. Our academies are part of the wider REACH family that includes REACH2 Academy Trust that operates in the Midlands and South East of England. The two Trusts are independent of each other but share a common set of values: REACH – raising educational achievement of children.

The Trust currently operates 14 academies in Bournemouth, Plymouth and Wiltshire. Between them, our academies serve pupils and students aged from 3-years old to 19-years old. We operate: ten primary academies; two all-through 4-16 academies; the University Technical College in Plymouth; and our special academy, Springfields, for children with autism related conditions sited in Calne and Salisbury.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local schools for their children. We are developing Reach South on a clear set of values, curriculum principles and organisational behaviours. At the heart of those values is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows. Our vision is to enable individual academies to flourish whilst also ensuring a strong ethos of support and collaboration across our schools. No child's aspirations should be limited by the expectations of others.

Teachers within Reach South belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Dean Ashton BSc. MEd. FCCT
Chief Executive
Reach South Academy Trust



Who we are and what drives us

Reach South is a young and developing Trust which operates across the South West of England with the aim of delivering all through 3-19 education. We operate 14 academies in Plymouth, Bournemouth, Dorset and Wiltshire. We are building this Trust on a clear set of values, behaviours and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows.

Our core business is delivering exceptional education for children and young people with a mission to help all pupils aspire to achieve beyond the expectations that others put on them. We do this through the development of a talented and committed workforce. In order to deliver exceptional opportunities for learning, we need highly motivated staff across all parts of the organisation.

As a central team service we are seeking likeminded candidates for this role who share our values, enjoy working collaboratively with others, take pride in their work and the service they deliver and are driven to deliver excellent customer service as this ultimately serves our local community, and supports the Trust in offering its students the highest quality education in our Schools. If this sounds like you then we want to hear from you!

Equal Opportunities and Safeguarding our Children

Reach Academy South is an equal opportunity employer. We are committed to creating an inclusive work environment for all employees and actively encourage applications from all parts of the community. We are working hard to create a dynamic and inclusive environment and it's important to us that our people come from a variety of different backgrounds. As part of this we are committed to ensuring that there is no discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy, maternity, race, religion or belief, sex or sexual orientation at any stage of the recruitment process or in the terms and conditions offered to new employees or promoted employees.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

We're proud of how we support our staff seeking to achieve high levels of job satisfaction for our workforce and are aware of the contribution our staff make for the children and families we deliver for and the contribution they make towards our community



About the School

Stoke Damerel Academy

At Stoke Damerel Academy our motto is Dream Big, Achieve Together. What does this mean for our children? It means that as a school we have a clear aim and intention to provide an education that enables each child to dream of their own unique, possible future. Dream Big means that we seek to provide a wide range of experiences and opportunities for children to discover their potential. The children at our school consistently exemplify the words Achieve Together; they show time and again that they care for and support each other.

Our core school values are to help our pupils become well-rounded, ambitious children who strive to reach their potential through the exciting opportunities and experiences we provide. We teach our children to develop life skills such as resilience, resourcefulness, relationships, reflectiveness and risk taking to achieve success in learning. The Academy has a PAN of 420.



Our competitive offer

All staff within Reach South belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best staff are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy.

We offer an extensive range sector-leading rewards including a competitive salary plus a competitive (contributory) pension scheme with TPS. Reach South also offers access to our Employee Assistance Programme with many other benefits including:

- **Health Assured:** Health Assured is a wellbeing provider/Employee Assistance Programme/Package (and APP) that provides our employees with a range of benefits including:
 - 24-Hour Helpline
 - Telephone Counselling
 - Face-to-face Counselling Sessions
- **Induction and vocational training:** When you join the Trust, you will be given an induction to our organisation/School and provided with any relevant training as part of this induction.
- **IT equipment:** Whatever role you join Reach South in you will be provided with the IT equipment required to carry out your work.
- **Cycle to Work Scheme:** We offer a cycle to work scheme which operates as a 'salary sacrifice' benefit. This means you can agree to give up part of your salary in exchange for a bike/or accessories, Tax and NI saving and spread the cost over 12 months.
- **MyGym Membership from September 2022:** Great savings on gyms, digital fitness and multi activity memberships. [My Gym Discounts - Search for Gym](#)
- **Discounts for Teachers:** Exclusive discounts, cashback and vouchers for teachers and education staff through Discount for Teachers at [Discounts for Teachers: Exclusive Discounts, Offers & Codes](#)



About the role

Reach South Academy Trust is seeking to appoint an exceptional Head Teacher to join our team. The details of this opportunity are:

Post:	Head Teacher, Stoke Damerel Primary Academy, Reach South Academy Trust
Location:	Stoke Damerel Primary Academy, Collingwood Road, Stoke, Plymouth PL1 5PA
Salary Range:	Leadership Scale L18 – L24 £64,143 to £74,293 per annum, dependent on experience, and qualification
Hours/Contract Type:	Full time, permanent
Start Date:	January 2023 (earlier start possible)

About the role

This is an exciting opportunity within our rapidly developing Multi Academy Trust for a talented **Head Teacher** with vision, drive, energy, compassion and proven leadership skills to join our team. We are particularly keen to hear from experienced Headteachers who are looking for their next challenge and want to stamp their mark in a growing Trust.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children.

In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers' Pay and Conditions Document, the postholder will:

- Work with Governors (individual and collective), provide strategic leadership and hold overall accountability for direction, standards achieved and quality of education within Academies
- Provide leadership and management which enables the Academies to give every pupil high quality education and which promotes the highest possible standards of achievement and well-being
- Secure the long-term success of the Academy by maximising the skills and resources held across the school and Trust;
- Build system-wide leadership capacity at all levels within the School; through actively developing strategic governance, staffing structures and roles and responsibilities.
- Carry out their professional duties in accordance with and subject to the National Conditions of Employment for Head Teacher and relevant education and employment legislation. They will endeavour at all times to meet the Department for Education's National Standards of Excellence for Head Teacher.

About the successful candidate

You will be someone who feels an affinity with our values and our vision seeking a core purpose of delivering for our students and communities. You will have an impressive track record of school improvement with excellent leadership skills and the credibility to motivate and empower others.

You will have a clear vision for school improvement and the ability to challenge robustly and constructively alongside the knowledge to facilitate success for both pupils and staff.



Other skills, knowledge and experience we look for include:

- Qualified Teacher Status with a successful NQT year completed
- Degree or equivalent qualification
- National Professional Qualification of Headship (Completed or working toward completion this academic year)

Next Steps:

If you have any queries about this role, please get in touch by Jade Greenwood, Executive Assistant to CEO, Deputy CEO and Director of Education on 07783 124961 or email at jade.greenwood@reachsouth.org. If you are experiencing any technical issues, please contact recruitment@reachsouth.org for support.

To apply: All applications to be made directly through TES.

Closing date: for applications is **Sunday 10 July 2022 - midnight**

Interview Date: Interviews are proposed to be held on **Thursday 15** and **Friday 16 September 2022**

For more information about Reach South please visit our website at:

- Home | Reach South: <https://www.reachsouth.org/>

For more information about the School please visit the School website at

- Home | Stoke Damerel Primary School (sdps.co.uk): <https://www.sdps.co.uk/>



Job Description [Head Teacher]

Responsible to: Deputy Director of Education

Responsible for: School Leadership Team

Accountable to: Director of Education

The job description may be amended at any time following discussions between the Head Teacher and the Director of Primary Education and will be reviewed annually as part of the Head Teacher's performance review.

Core Purpose

The core purpose of the Head Teacher 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.

The Head Teacher will:

- effectively manage teaching and learning
- promote excellence, equality and high expectation for all pupils
- provide vision, leadership, inspiration and direction
- be the lead professional for safeguarding and child protection
- evaluate school performance and identify priorities for continuous improvement
- deploy resources effectively to achieve the school's aims
- carry out day-to-day management, organisation and administration
- secure the commitment of the wider community by maintaining and developing active partnerships
- create a safe and productive learning environment which is engaging and fulfilling for all pupils
- work effectively with the School's Governing Body

To improve the life chances of children and young people

The Head Teacher will work with the Director of Primary Education, Governing Body and Trust to develop a staff that has the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people. He or she will recognise the role that parents, carers and families play in helping children and young people to succeed and thrive through being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The Head Teacher will ensure that staff:

- listen, question and respond to what is being communicated by children and those caring for them
- demonstrate knowledge of the physical, intellectual, linguistic, social and economic growth and development of babies, children and young people
- recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
- understand the impact on a young person of transitions they may be going through
- work successfully on a multi-agency basis and be clear about the role of the Head Teacher and the roles of other professionals



- adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process

To shape the future

The Head Teacher will work with the Director of Primary Education, Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

The Head Teacher will:

- think strategically, build and communicate a coherent vision in a range of compelling ways
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the school.

To lead teaching and learning

The Head Teacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning culture.

The Head Teacher will:

- demonstrate personal enthusiasm for, and commitment to, the learning process
- demonstrate the principles and practice of effective teaching and learning
- access, analyse and interpret information
- initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement
- acknowledge excellence and challenge poor performance across the school.

To develop self and work with others

The Head Teacher will develop relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.

The Head Teacher will:

- foster an open, fair, equitable culture and manage conflict
- develop, empower and sustain individuals and teams
- enable staff to manage their workload to achieve an appropriate work-life balance
- collaborate and network with others within and beyond the school and Trust
- challenge, influence and motivate others to attain high goals
- give and receive effective feedback and act to improve personal performance
- accept support from others including colleagues, governors, Trust and the Local Authority

To manage the organisation

The Head Teacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Through effective collaboration with others, he or she will ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment for pupils, staff and members of the school community. This includes



adhering to safe employment procedures which place the safety of children and young people at the heart of all practices.

The Head Teacher will:

- establish and sustain appropriate structures and systems
- manage the school efficiently and effectively on a day-to-day basis
- delegate management tasks and monitor their implementation
- prioritise, plan and organise his/her own work and that of others when appropriate
- make professional, managerial and organisational decisions based on informed judgements
- think creatively to anticipate and solve problems.

To secure accountability:

The Head Teacher is legally and contractually accountable to the Trust and Governing Body for the school, its environment and all its work. The Head Teacher must also fulfil wider accountabilities in relation to pupils, parents, carers, the Trust, the Local Authority and other relevant groups.

The Head Teacher will:

- demonstrate awareness of national policy direction and anticipate educational trends
- engage the school community in systematic and rigorous self-evaluation of the work of the school and work closely with the Governing Body to ensure that effective self-evaluation informs school improvement priorities
- collect and use a rich set of data to understand the strengths and weaknesses of the school
- combine the outcomes of regular school self-review with external evaluations in order to develop the school.

To strengthen community

The Head Teacher will engage with the internal and external school community to secure equity entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

The Head Teacher will:

- recognise and take account of the richness and diversity of the school's communities
- engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- listen to, reflect and act on community feedback
- build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.

Job Descriptions are not exclusive or exhaustive and the nature of the Head Teacher's position entails that the post holder may be required to carry out additional duties as reasonably required.

The nature of this post will require flexibility to meet urgent work needs as they arise. This may entail some work outside normal term-time hours. The job description therefore is not intended



to be exhaustive. The post holder will be expected to adopt a flexible attitude to the duties and hours to meet deadlines and deliver key objectives.

Job Descriptions are not exclusive or exhaustive and the nature of the Head Teacher's position entails that the post holder may be required to carry out additional duties as reasonably required.



Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status with a successful NQT year completed • Degree or equivalent qualification • Evidence of continuing professional development • National Professional Qualification of Headship (Completed or working toward completion this academic year) 	
Professional Development	<ul style="list-style-type: none"> • Evidence of appropriate professional development for the role of Head Teacher (leadership & management) • Attendance at a range of training dealing with current educational issues • Contribution to staff development across the primary range (e.g. coaching, mentoring, INSET for staff) • Completion of safer recruitment training • Completion of appropriate Child Protection training 	<ul style="list-style-type: none"> • Completion of designated senior leader training
Leadership Experience	<ul style="list-style-type: none"> • Recent successful leadership as a Headteacher / Principal or Deputy/Assistant Headteacher • Able to demonstrate successful/effective leadership in a school. • Experience of leading whole school improvement • Experience of policy development and implementation • Experience in school self-evaluation and development planning. Understanding and experience of the importance of critical self-evaluation to improve outcomes. • Possess an awareness of the financial management of a primary school / experience with any aspect of the budgeting process. 	<ul style="list-style-type: none"> • Experience of working with the governing body.
	<ul style="list-style-type: none"> • Significant teaching experience within the primary phase with proven skills as a class teacher with an ability to demonstrate and share outstanding practice. • Possess a current knowledge and understanding of all primary phases: EYFS, KS1 and KS2 • Experience of providing professional challenge and support to others through the performance management process • Ability to use data effectively, utilising assessment and target setting to raise standards • Able to exemplify how the needs of all pupils have been met through high quality teaching including 	<ul style="list-style-type: none"> • Experience of teaching in more than one school • Experience of teaching in a school in similar circumstances or serving a similar community.



	<ul style="list-style-type: none"> • effective provision for pupils in receipt of PPG, SEND and vulnerable cohorts. • Possess and demonstrate understanding of strategies to promote positive behaviour management and evidence effective implementation of a range of behaviour management strategies. 	
Professional Skills	<ul style="list-style-type: none"> • Clear vision and leadership skills: ability to lead and manage people as individuals and to develop the common goals of a team. Able to challenge, motivate and inspire others. • Able to think analytically and creatively and demonstrate initiative in solving problems • Excellent written and verbal communication skills (this will be assessed at all stages of the process). • Possess the skills to lead child protection and safeguarding with up-to-date knowledge of relevant legislation and guidance. • Demonstrate innovative and creative approaches to teaching and learning. • Ability to think and plan strategically and to respond flexibly to change • Competent with the use of ICT and Communication Technology. • Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance. 	
Philosophy & Commitment	<ul style="list-style-type: none"> • Clear personal philosophy of education and enthusiasm in promoting aims, objectives and ethos of the school. • Committed to the promotion of well-being and pastoral care to all staff and children. • Able to relate to all pupils from whatever background in order to motivate them to achieve their potential. • Able to relate to all pupils from whatever background in order to motivate them to achieve their potential. • Committed to promoting links with the Trust and Other Trust Schools, parents, governors, community and developing parent / carer engagement in learning. 	
Personal Attributes	<ul style="list-style-type: none"> • Ability to demonstrate personal and professional integrity including modelling values and vision • Outstanding inter-personal relationships including the ability to manage and resolve conflict • Ability to build and maintain quality relationships through effective interpersonal skills and communication 	



	<ul style="list-style-type: none"> • Awareness of the personal strengths and areas for development of others; listen to reflect on and respond to their views • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. 	
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Reach South Multi Academy Trust

Our Vision, Values and Principles of who we are

Aspiration Beyond Expectation

Reach South is a new academy trust that was set up as a sister trust to REAch2. The trust is founded on the same values and draws strength from being linked to a wider family of schools. At our core, we are a local trust serving the South West of England with the objective of operating schools that deliver exceptional learning opportunities for children and young people of all school ages.

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
 - high standards of educational achievement;
 - high standards of social skills and interpersonal skills;
 - high standards of communication skills;
 - high standards of critical thinking, problem solving and creativity; and
 - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.
- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe



in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.

- **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to contribute to securing a society capable of developing, evolving, improving and being sustainable.

Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.



- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.