



Campaign Pack

For the vacancy of

**Head Teacher,
Salisbury Academy for Inspirational
Learning (SAIL)**

Letter from the CEO: An Introduction to our Trust

Dear Candidate,

Thank you for taking the time to look at our advert for the Executive Head Teacher which is a 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 – **R**aising **E**ducational **A**chievement of **C**hildren.

The Trust currently operates 15 academies in Bournemouth, Plymouth, Gloucestershire and Wiltshire. Between them, our academies serve pupils and students aged from 3-years old to 19-years old. We operate: ten primary academies; three all-through 4-16 academies; the University Technical College in Plymouth; and our special academies, The Springfields Academy, for children with autism related conditions sited in Calne and Salisbury and The Peak Academy, for children who have a diagnosis of autism or an SEMH profile in Dursley, Gloucestershire.

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 Officer, 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 15 academies in Plymouth, Bournemouth, Dorset, Gloucestershire 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.

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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

SAIL (Salisbury Academy for Inspiration Learners) is a day specialist provider of education in Salisbury, Wiltshire for children and young people aged from 4 to 19 years who have a diagnosis of autism or an SEMH profile.

The school is planned to open on September 1st, 2023, in temporary accommodation split across two sites. One site is currently in operation and houses 50 pupils with a diagnosis of autism, a further site for 25 pupils will open in September 2023. Both sites will then merge at the earliest opportunity, and move to their permanent home on Wilton Road, in Salisbury. The school will cater for up to 150 pupils, once full.

SAIL's aim is to build safe independent lives for the autistic and SEMH population through a process of understanding, support, and enablement. To achieve this goal the school will look at the unique impact autism and social, emotional, and mental health experiences has on the individual child. From this we aim as a school to personalise the child's curriculum, care, and therapeutic package to ensure every child achieves and experiences success and independence.

This key intent is underpinned by a number of principles. We will ensure that all children make progress, we build and foster positive relationships with parents and carers, put pupil voice at the heart of everything and support all children so they trust, feel safe and secure. This is achievable due to the dedication and support from a range of employed professionals who are passionate, reliable and understanding including dedicated education, care and therapeutic teams.

REACH South is a forward-thinking academy trust that puts the child, and their diagnosis first. The Springfields Academy, Calne was the first Reach South special school (Ofsted good March 2022. NAS advanced status June 2022). The Peak Academy, Dursley formally joined Reach South on August 1 2022 following a period of supportive, handover work. SAIL will be our third specialist provision. The three schools, whilst retaining identity, will work very closely through the next phase of the Trust development and to meet, lead and shape regional agendas.

This strong SEN framework leaves Reach South well placed to address the local and national drive to establish new local SEND partnerships and create local inclusion plans to support the growing demand and level of need. The green paper states that pupils with SEND frequently require access to additional support from a broad specialist workforce to enable them to effectively access their mainstream provision. The new Headteacher of SAIL must be proactive and respond to this agenda, working in partnership and collaboration to shape and respond to the Wiltshire SEND strategy.



Our competitive offer

We offer an extensive range of career development opportunities and sector-leading rewards including a competitive salary plus a competitive (contributory) TPS pension scheme. Reach South also offers career progression and development opportunities, and access to our Employee Assistance Programme with many other benefits which can be found in our employee benefits brochure - [Reach South Academy Trust - Employee Benefits](#)

Reasonable interview expenses within England will be reimbursed to those who are shortlisted for the role and attend interview. Any candidate that is offered the role and does not accept will not be eligible for reimbursement of expenses.

Additionally, reasonable relocation expenses, in line with HMRC guidelines on 'qualifying costs' may be reimbursed up to a maximum of £8,000. Further information can be obtained on appointment of the successful candidate.



About the role

Are you looking for a new challenge? We are looking for a special person with the skills to work with the Trust to establish SAIL, a new day specialist provider of education in Salisbury, Wiltshire opening in September 2023. This is a unique opportunity to join the Academy at the beginning of its journey. Could this be you?

Reach South Academy Trust is seeking to appoint an inspirational Head Teacher to join our team from the earliest opportunity, ideally 1 January 2023. The details of this opportunity are:

Post:	Head Teacher
Location:	Salisbury Academy for Inspirational Learners (SAIL)
Salary Range:	Leadership scale, Level L25 - L30
Hours/Contract Type:	Full time, Permanent

About the role

This is a unique opportunity to not only lead and develop a school, but also to develop and demonstrate leadership skills within a framework of specialist provision as part of a young, ambitious, and growing trust with Inclusion and the commitment to meet need at the core of its values. The Trust, our schools, our staff, and pupils require Headteachers who are looking to be innovative, strategic and system leaders. You will help design the curriculum and have autonomy to influence the School in the way you want to, ensuring it has the resources, staff and ability to inspire learning in SEN environments, for children with varied autism and SEMH needs. Your work will be challenging and rewarding, and you will be the custodian of, and set, our strong safeguarding culture, wherein pupils are listened to, respected, and involved in as many decisions as possible.

About the successful candidate

We require a Headteacher with the leadership skills and vision to build incredible futures by empowering vulnerable young people in Wiltshire to be happy and to make their way in the world. We will expect them to do this by embedding sustainability and improvement within their own schools, support partnership and collaboration and drive growth and diversification.

Next Steps:

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

Closing date: for applications is **Sunday 16 October 2022**

Interview Date: Interviews are provisionally booked for **Tuesday 15 November and Wednesday 16 November 2022 at The Springfields Academy, Calne, Wiltshire**

To apply: for this opportunity, click 'apply now' on the following advert link:
<https://www.mynewterm.com/jobs/728774568/EDV-2022-RSAT-46135>

Please note that Reach South Academy Trust is a licenced Sponsor for CoS applications and therefore can consider applications from candidates eligible to apply for Teaching and Teaching Leadership roles (only). For all other roles applicants are required to provide the required documentation where a candidate does not need a Skilled Worker Visa.

Job Description

Job Title:	Head Teacher	Reports To:	Executive Head Teacher/Director of Inclusion
Location:	SAIL	Accountable To:	CEO
Salary/Grade:	Leadership Scale	Hours of Work:	Full Time

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

Principal Purpose of the Role

The core purpose of the Head Teacher is to provide professional leadership and management for the schools. 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 Executive Head Teacher/the Director of Inclusion, 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 Executive Head Teacher/ Director of Inclusion, 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 communities and to develop the ethos of the schools 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 schools.

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 schools

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 schools 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 schools 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 schools 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 schools 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 communities. 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 schools 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 schools, 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 communities in systematic and rigorous self-evaluation of the work of the schools 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 schools
- Combine the outcomes of regular school self-review with external evaluations in order to develop the schools.
- To actively monitor and respond to SEN initiatives at national, regional and local levels, identifying opportunities to expand the Academy's provision and following these through to fruition.

To strengthen community

The Head Teacher will engage with the internal and external school communities 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 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 or working towards completion 	<ul style="list-style-type: none"> • Specialist qualifications in SEN
Professional Development/ Knowledge	<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 all phases (e.g. coaching, mentoring, INSET for staff) • Completion of safer recruitment training • Completion of appropriate Child Protection training • Knowledge of the Code of practice and recent SEND green paper • Knowledge and understanding of the KCSIE 2022 and Working Together 2018 	<ul style="list-style-type: none"> • Recent L3 safeguarding training
Leadership	<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. 	<ul style="list-style-type: none"> • Experience of working with the governing body.
Experience	<ul style="list-style-type: none"> • Significant teaching experience within the all phase with proven skills as a class 	<ul style="list-style-type: none"> • Experience of senior leadership



	<p>teacher with an ability to demonstrate and share outstanding practice</p> <ul style="list-style-type: none"> • 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 • Possess and demonstrate understanding of strategies to promote positive behaviour management and evidence effective implementation of a range of behaviour management strategies • Experience of leading and working alongside a multi-disciplinary/therapeutic team • Experience of financial management leadership in a school 	<p>in a specialist setting</p> <ul style="list-style-type: none"> • Recent highly effective experience of teaching in a specialist setting, including planning and assessment • Experience of designing a curriculum that meets the needs of a diverse autistic and SEMH community • Knowledge of autism and SEND theory to support whole school strategic and operational development
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 	



	<ul style="list-style-type: none"> • 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 engage with and motivate students who may find learning a challenge • 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 • 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 	



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.

