



Diocese of Norwich
Education and
Academies Trust

Diocese of Norwich Education and Academies Trust

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Recruitment Pack

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Letter from CEO, Oliver Burwood



Dear prospective applicant,

Academies Group Executive Principal (AGEP) role with DNEAT

Thank you for your interest in this key senior leadership position within our Trust. In our Trust the AGEP role has been transformational. It has demonstrated our absolute commitment to, and focus on, school improvement as a Trust, which has resulted over the years in real success in relation to Ofsted outcomes as well as the outcomes that children achieve.

In our Trust the AGEP has been instrumental in helping us to 'build the house' in line with our Christian vision. AGEPs have supported this work over the last eight years now by leading a geographical region, offering real support and challenge to its Headteachers, and developing collaboration amongst the group.

The Trust has committed to its regional, AGEP led, approach for the next phase of its development. As we grow to accommodate even more schools from the Diocese of Norwich, we need to ensure our school improvement strategy, systems and team continue to be fit for purpose and deliver the great results we have seen so far.

The right person will be able to continue to refine, develop and improve these aspects to deliver even more. They will lead their region to provide the support and challenge that our schools need in order to continue to flourish.

Key challenges in this role relate to those experienced by the sector as a whole and include constrained finances (as a result of rising costs, particularly in relation to staffing) as well as a falling number of children coming into our primary schools due to demographic decline. The right person will need to understand these challenges and deliver beyond expectation, in spite of them.

If you are somebody who would like to take on this challenge, within a values-driven organisation, and support all of our schools, children and staff to flourish, then we want to hear from you.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'O. Burwood'.

Our Aims and Values

We are collectively working to provide the best we can for the children, young people and communities we serve.

We make no apologies for having high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values.

The Christian vision and values that shape our culture and practice

Our passion and ambition is to see children in all our schools achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. This shapes our ethos and culture whereby all working or volunteering within our academy trust should 'walk and talk' our Christian vision and values. A desire to see all truly flourish and to be inclusive organisations, welcoming those of all faiths and none, is at the heart of our approach.

Our Trust vision is based upon Proverbs 24: 3 – 24: 4 (ESV); *By wisdom a house is built; and by understanding it is established: By knowledge the rooms are filled with all precious and pleasant riches.*

We try to live all Christian values but have selected kindness, courage, community and wisdom as the key ones for our Trust. These are our guiding stars on our journey.

That means we put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

- We believe in the affirmation of individual worth
- We believe in nurturing hope and aspiration
- We believe in service to others
- We believe in a holistic education
- We believe in the importance of excellent leadership and role models
- We believe in the development of mutual trust
- We believe in collaboration
- We believe in commitment and endurance



The Diocese Family

The Diocese of Norwich covers Norfolk and the Waveney Valley in Suffolk.

More than a quarter of all young people in the area attend Diocesan schools. There are 110 schools in the Diocese family, of which over 40 are [DNEAT academies](#), and a number of others are academies within our sister trust, [St Benet's](#).

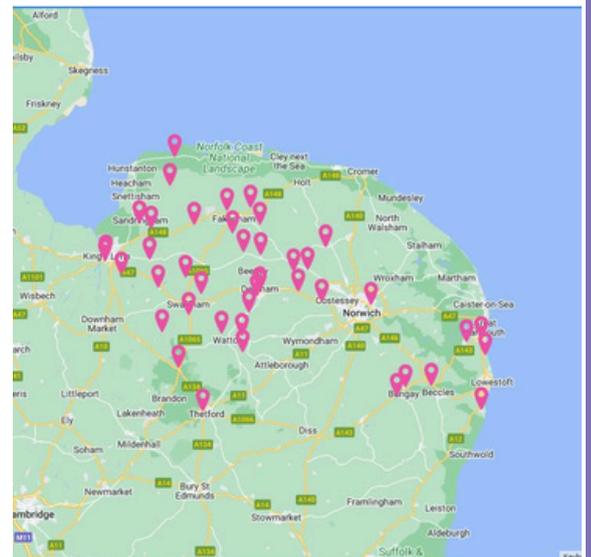
All Diocese schools and Academies are united in their approach to education which is rooted in Christian values and mutual support. DNEAT Academies benefit from a higher level of support and access to our central services and a peer-to-peer support approach that sets us apart from other Multi Academy Trusts.





Our Academies

 All Saints Stibbard Church of England Primary Academy and Nursery	 Brancaster CoE Primary Academy	 Little Snoring Community Primary Academy	 Lying Church of England Primary Academy
 Brisley Church of England Primary Academy	 Castle Acre Church of England Primary Academy	 Middleton Church of England Primary Academy	 Moorlands CoE Primary Academy
 Caston Church of England Primary Academy	 Cawston Church of England Primary Academy	 Mundford Church of England Primary Academy	 Narborough Church of England Primary Academy
 Colkirk Church of England Primary Academy	 Dereham Church Infants and Nursery Academy	 North Elmham Church of England Primary Academy	 Parker's Church of England Primary Academy
 Dereham Church of England Junior Academy	 Ditchingham Church of England Primary Academy	 Peterhouse CoE Primary Academy	 Rudham CoE Primary Academy
 Docking Church of England Primary Academy	 Eaisham Church of England Primary Academy	 Sandringham and West Newton Church of England Primary Academy	 Southoige Church of England Primary Academy
 Fitcham Church of England Primary Academy	 Gayton Church of England Primary Academy	 Spoke Church of England Primary Academy	 St Michael's Church of England Academy
 Gillingham St Michael's Church of England Primary Academy	 Goosterstone Church of England Primary Academy	 St Peter & St Paul Church of England Primary Academy and Nursery	 St Peter's CoE Primary Academy, Easton
 Great Witchingham Church of England Primary Academy	 Hockering Church of England Primary Academy	 Swallham CoE Primary Academy	 The Bishop's Church of England Primary Academy
 Hopton Church of England Primary Academy	 Kessingland Church of England Primary Academy	 The Open Academy	 Thomas Bullock Church of England Primary and Nursery Academy
 Whitefriars Church of England Primary Academy	 Yaxham Church of England Primary Academy		



Local Area Information

County of Norfolk

Norfolk is a ceremonial county in the East of England and East Anglia. It borders Lincolnshire and The Wash to the north-west, the North Sea to the north and east, Cambridgeshire to the west, and Suffolk to the south. The largest settlement is the city of Norwich.

The county has an area of 2,074 sq mi (5,370 km²) and a population of 859,400. It is largely rural with few large towns: after Norwich (147,895), the largest settlements are King's Lynn (42,800) in the north-west, Great Yarmouth (38,693) in the east, and Thetford (24,340) in the south. For local government purposes Norfolk is a non-metropolitan county with seven districts.

The west of Norfolk is part of the Fens, an extremely flat former marsh. The centre of the county is gently undulating lowland; its northern coast is an area of outstanding natural beauty, and in the south is part of Thetford Forest. In the east are the Broads, a network of rivers and lakes which extend into Suffolk. The area is protected by the Broads Authority and has similar status to a national park. The geology of the county includes clay and chalk deposits, which make its coast susceptible to erosion.

There is evidence of Prehistoric settlement in Norfolk. In the Roman era the region was home to the Iceni, whose leader Boudica led a major revolt in AD60. The Angles settled the area in the fifth century, and it became part of the Kingdom of East Anglia. During the later Middle Ages the county was very prosperous and heavily involved in the wool trade; this allowed the construction of many large churches. In 1549 Norfolk was the scene of Kett's Rebellion, which unsuccessfully protested the enclosure of land. The county was not heavily industrialised during the Industrial Revolution, and Norwich lost its status as one of England's largest cities. The contemporary economy is largely based on agriculture and tourism.



Local Area Information

Waveney Valley - Suffolk

Waveney was a local government district in Suffolk, England, named after the River Waveney that formed its north-east border. The district council was based in Lowestoft, the major settlement in Waveney. The other towns in the district were Beccles, Bungay, Halesworth and Southwold.

The district was formed on 1 April 1974, under the Local Government Act 1972, as a merger of the municipal boroughs of Beccles, Lowestoft and Southwold, along with Bungay and Halesworth urban districts, Wainford Rural District and part of Lothingland Rural District. The population of the district at the 2011 Census was 115,254

Waveney district was merged with Suffolk Coastal district on 1 April 2019 to form the new East Suffolk district. The Waveney Valley runs along the border between Norfolk and Suffolk, with the counties separated by two rivers: the Little Ouse and the River Waveney. The 'ey' part of Waveney translates as 'river' so the River Waveney is in fact a tautology.

The Homersfield bridge, built in 1869 stretches over the River Waveney at Mendham, it is the oldest concrete bridge in the UK and is a grade II listed structure. Daniel Defoe is quoted as saying "The River Waveney is a considerable river, and of a deep and full channel, navigable for large barges as high as Beccles; it runs for a course of about fifty miles, between the two counties of Suffolk and Norfolk, as a boundary to both; and pushing on, tho' with a gentle stream, towards the sea...".



DNEAT Model of Learning-Centred Leadership

Principal Foundation:

- DNEATs approach to improvement is driven by Christian mission, values and principles. This brings purpose to leadership at all levels across the organisation, including within and beyond individual academies.
- DNEAT expects leaders to exhibit the character required to be ‘servant’ leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principle foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders DNEAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

Learning-centred leadership:

DNEAT expects that leadership across the Trust will involve a strong commitment and concern for pupils’ learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils’ developments and achievements.

Research tells us that school leadership has significant effects on student learning, second only to the effects of the quality of the curriculum and teachers’ instruction. Leadership is therefore most powerful and potent when it focuses on developing pupils’ learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DNEAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school’s purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning. In order to create the right capacity for Headteachers to make this their primary function DNEAT will strip away as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.

DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage in others, skills for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the AGEPs. It will dominate the way they communicate, the way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage in others, skills for learning and assessment.

DNEAT will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, DNEAT will promote three powerful tactics for leaders to use:

- [Modelling](#)
- [Monitoring](#)
- [Dialogue](#)

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DNEAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is contextualised because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is exquisitely sensitive to the context.
- Leadership is collaborative because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is distributed because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.
- Leadership is about providing a sense of direction to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.



Getting in touch

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