



Learn, Enjoy, Succeed

Headteacher, Braywick Court School

Candidate Information Pack



1. Introduction

On behalf of the Board of the Bellevue Place Education Trust (BPET), I would like to thank you for your interest in the exciting role of Headteacher at Braywick Court School. I hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further and arrange a visit to see the work of Braywick Court School and our work as a multi-academy trust for yourself.

Your interest in Braywick Court School coincides with an exciting time for the school's development: our first pupils left the school in July 2021 and our off-site nursery joining the school. Pupils are supported by a wonderful staffing team to work with, who are driven to achieve the best for the pupils at Braywick Court School.

More importantly we have the most amazing pupils, who are ready to learn and, with their confidence and respect for others, they are an inspiration for all who work and visit Braywick Court School. This would be your opportunity to lead and create your legacy to promote a love for learning.

All members of the BPET team are committed to providing the very best opportunities for every young person we educate to achieve their full potential. Our vision is to offer a breadth of provision to inspire a love for learning in pupils, that we strongly believe leads to high levels of achievement in our schools, with greater sustainability through the able staffing team.



Braywick Court School has ambitious plans for the future in delivering its inquiry-based curriculum. The exciting curriculum is well embedded and allows pupils to flourish in their learning.

With a rich curriculum, wide-ranging extended school opportunities and the implementation of Thinking Schools principles, the pupil experience is deeply exciting. We also focus on supporting pupils to ensure they are best prepared for the next phase of their education journey, developing the best from state and independent schools. We are looking for a Headteacher who shares this commitment and holds values conducive to making our ambitious vision a reality.

This candidate brief gives some background information about BPET's development to date, the expectations for the Headteacher role, the current organisation, and the key themes of our vision. We very much hope that the opportunities and challenges facing Braywick Court School and BPET will excite you, as they do us, and lead to you submitting an application.

Good luck with your application and thank you for your interest in Braywick Court School.

A handwritten signature in black ink, appearing to read 'Mark Greatrex'.

Mark Greatrex
Chief Executive

A handwritten signature in black ink, appearing to read 'Simon Baker'.

Simon Baker
Chair of the Local Advisory Board

2. Advert

Headteacher – **Braywick Court School, Windsor & Maidenhead**

Location: **Hibbert Road, Bray, Maidenhead, SL6 1UU**

Salary: **L8 – L21 (£54,145 - £73,712) with an annual performance related bonus**

Starting: **April or September 2023**

Braywick Court School opened in September 2014 as a primary free school with pupils aged 4-11 years old, serving the village of Bray. Bray Preschool is a term time nursery pre-school situated in Bray Village Hall and was established in 1973. The pre-school has served the community for almost 50 years and joined Braywick Court School in December 2020 for pupils aged 2-5 years old. Braywick Court School is part of the Bellevue Place Education Trust.

A non-selective, non-denominational, co-educational school, Braywick Court School welcomes children of all abilities from all backgrounds. The BPET vision is for all pupils to receive a broad and balanced curriculum that combines academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Braywick Court School has been judged by OfSTED to be an Outstanding school in April 2017. The school is popular with parents and the progress of pupils is well above national averages. This is an excellent opportunity for the new Headteacher to lead this excellent school to the next level, delivering the BPET and school vision.

We are seeking a senior leader in the primary sector; you will have a strong track record in leadership and core learning. Capable of interpreting, developing and implementing the BPET education vision, your excellent communication skills will be vital in promoting the school to the community and delivering a high standard of education through a broad and balanced curriculum. Our focus is for the school to deliver the BPET vision to a very high standard.

In return, you will get the rarest of opportunities: the chance to lead a newly established school in a purpose-built environment and ensure that every element is optimised to deliver the highest level of teaching and learning. Furthermore, you will receive unparalleled access to support and to career advancement through our network of schools and development programmes.

To arrange an informal discussion, please email Claire Kevin at info@BPET.co.uk to speak to our Director of Education.

To apply for the role, please complete our application form and submit a covering letter to info@BPET.co.uk, setting out why you are interested in the role and how you are best placed to deliver the priorities.

School tour:	Friday 27 January 2023 at 11am
Closing date:	12pm on Friday 10 February 2023
Interview Date:	Friday 24 February 2023
Start Date:	1 April 2023 or 1 September 2023

Bellevue Place Education Trust is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check

3. Bellevue Place Education Trust

Learn, Enjoy, Succeed

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

Background on Bellevue Place Education Trust

BPET is a joint venture between two organisations who are passionate about providing high quality education provision. BPET brings together the very best of the fee-paying Independent sector – Bellevue Education Ltd - experienced in running a family of 25 independent schools across Europe; with a highly-regarded education consultancy – Place Group - with experience in the state sector for efficiency of supply in setting up new schools and converting academies.

BPET operates nine primary schools across London and Berkshire. All schools have been judged by OfSTED to be Good or better, with three judged to be Outstanding schools. Pupils achieve on average 7% above the national average at Key Stage 2 and 10% above average at Key Stage 1, the Phonics Check and GLD. In addition, 228 extra-curricular clubs are offered a week, with 61% of pupils attending at least one club a week. 79% of the reception places for September 2021 were full with first preferences. BPET schools serve 2,930 pupils. BPET has attracted over £38.4m of capital investment for new primary school places in the communities they serve.

Benefits of joining the Trust

Along with joining a successful and growing multi academy trust, you will also benefit from a range of employment incentives that includes:

- Pension offer through either the Teacher Pension Scheme or the BPET Stakeholder pension (with Scottish Widows), which has between a 0-2% employee contribution
- Performance related bonus
- Travel loan and bike to work scheme

- Childcare Vouchers
- Chartered College of Teaching Membership
- A deep commitment to professional development in the role, i.e. new Heads get a mentor/coach.

4. Braywick Court School: History and Culture

Braywick Court School opened in September 2014, serving a need for primary school places in the Bray and surround south Maidenhead area.

We are a non-selective, non-denominational, co-educational school that opened with 30 pupils in each year group. In 2022, 67% of pupils at the end of Key Stage 2 (Year 6) achieved the expected standard in reading, writing and maths combined with:

83% of pupils were at or above expected in reading – 9% above the national of 74% in 2022
 77% of pupils were at or above expected in writing – 8% above the national of 69% in 2022
 90% of pupils were at or above expected in maths – 19% above the national of 71% in 2022

What we stand for:

- Raising the educational sights of pupils and parents alike
- High standards of teaching and a commitment to high levels of achievement
- An active partnership between the parents/carers and the school
- Creating a secure environment, with clear boundaries, in which every child achieves to their full potential
- A broad, balanced and enriching curriculum with an emphasis on core learning and a focus on ICT
- A lifelong love for learning

School Context

There is strong community and parental support for the school, which is very aspirational and supportive of their children. With Maidenhead being an affluent area, there is competition for pupils from nearby state and independent schools so the relationship with parents is a critical part of the role.

OfSTED Outcome

The school received its first Ofsted inspection in June 2017 and was judged as Outstanding in all areas. A copy of the Ofsted report can be found [here](#).

Facilities

Our exciting new building opened in April 2019, offering state of the art facilities, group rooms and a community room, on what is a compact and attractive school site. Our link connection with the nature area is strong and well used. There is great outdoor space for learning to take place.



School Vision Statement

To provide a rich & inclusive learning environment where children can become confident independent learners with a passion to succeed.

Our Philosophy

Caring & Kind: Everyone in our school community will always be treated with care, kindness and respect.

Be the best that you can be: We have high aspirations for all members of our school community, in all aspects of our school life.

Community at the heart of our school: We are proud to work in partnership with our community. It takes a village to raise a child.

Inspiring Curriculum: We deliver an engaging dynamic curriculum with specialist subjects and offer a rich variety of extra-curricular opportunities.

Curiosity Culture: We never stop learning and encourage all members of the school community to have intellectual curiosity. We foster a culture of questioning and challenge in order to learn more.

Skills to last a lifetime: We equip our community for success in their future education, the world of work and in society.

Our Values

- Respect
- Community
- Integrity
- Pride
- Excellence
- Innovation

Job Description: BPET Headteacher

Accountable to: BPET Director of Education (reporting to the Local Advisory Board)

Salary range: L8 – L21 (£54,145 - £73,712) and performance related bonus

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for the school to which you are appointed.
- Ensure that learning is at the heart of everything the school does.
- Develop a culture that promotes inspired teaching and outstanding learning.
- Develop school policies and practices that promote effective learning in a safe and secure environment.
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in learning experiences and pupil outcomes.
- Continuously monitor, evaluate and review every aspect of school life.
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with the Local Advisory Board and Trust.

Planning and setting expectations:

- Adopt, take forward and develop the vision and ethos of the school.
- Set the tone of the school in keeping with its character as an all-ability free school within the BPET family of schools.
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively to anticipate and solve problems and identify opportunities.

Teaching and planning pupil learning:

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching. Sustain high standards of achievement and promote positive behaviour through whole school behaviour management.
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school.
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement.
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with harassment.
- Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including those identified as being Gifted and Talented and SEN pupils.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, targets and take action as necessary.

- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement.

Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the school's and Trust's high expectations for all children.
- Ensure resourcing and staffing are dedicated to achieve the highest standards for all pupils.
- Ensure that effective mentoring/tutorial systems are in place to support pupil achievement.

Relations with parents / carers and the wider community:

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community.
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the Trust, the LA, the local community and Ofsted.
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities.

Managing own performance and development:

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain own motivation and that of other staff.

Managing and developing staff and other adults:

- Directly line manage the Deputy Headteacher, Key Stage Coordinators and SENCO.
- Implement and sustain effective performance management systems.
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Lead professional development of staff through example.

Managing resources:

- Work with the central team and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control.
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met.
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money.

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including local advisers, the Trust, the DfE, the local community and Ofsted.
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, local advisers and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement.
- Ensure that the management, organisation and administration of the school support its vision and aims.
- Provide information, objective advice and support to the Local Advisory Board to enable it to meet its responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money.

No job description can account fully for all tasks needing to be performed by a Headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher will be required to carry out such duties as may reasonably be required by the Trust and expectations by local advisers, in the conscientious execution of their duties as Headteacher.

The BPET Headteacher Job Description should be read in conjunction with the Department for Education's [Headteacher Standards 2020](#).

Person Specification: BPET Headteacher

Accountable to: BPET Director of Education (reporting to the Local Advisory Board)

Salary range: L8 – L21 (£54,145 - £73,712) and performance related bonus

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university	Qualified teacher status NPQH Masters or equivalent in relevant discipline
2. Experience	Experience of Senior Leadership in a 3-11 school as a Deputy Headteacher or Assistant Headteacher Successful experience of leading one or more Key Stages 1/2 or equivalent Substantial, successful teaching experience with evidence of high quality teaching ability	Teaching experience in Foundation Stage, or KS1 or KS2 Experience of teaching in more than one 3-11 school with all-ability diverse intake
3. Professional Development and Experiential Learning	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning Ability to identify own learning needs and to support others in identifying their learning needs	Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities
4. Strategic Leadership	Ability to articulate and share Trustees' vision of primary education within the context of the Free School movement Evidence of having successfully translated vision into reality (whole-school) Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school Evidence of successful strategies for implementing whole-school plans Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils Understanding of and commitment to promoting safeguarding of pupils	Experience as an executive leader across institutions Experience of managing capital projects

5. Teaching and Learning	<p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies</p> <p>Experience of effective monitoring / evaluation of and intervention in teaching and learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p>	<p>Experience of e-learning including as a user of blended learning provision or scripting e-learning resources</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development</p>
6. Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
7. Accountability	<p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences</p> <p>Ability to provide clear information and advice to staff and governors</p> <p>Secure understanding of effective performance management</p>	<p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance e.g. SIP</p>
8. Skills, Qualities & Abilities	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of the school</p> <p>Commitment to their own personal development and that of pupils</p> <p>High expectations of pupils' learning and achievement, academic and non-academic</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p>	<p>Ability to manage public relations</p> <p>ICT</p>

	<p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Flexibility</p> <p>Confidence</p>	
9. References	<p>Positive recommendation in 2 professional references</p> <p>DBS clearance, prohibition checks</p> <p>Fitness for the role</p>	