



Diocese of Norwich
Education and
Academies Trust

Sandringham Federation

Sandringham and West Newton
Primary
School Road
West Newton
Norfolk
PE31 6AX

Flitcham Church of England
Primary
Church Road
Flitcham
Norfolk
PE31 6BU



Recruitment Pack



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Welcome to the Sandringham Federation!

Welcome to the Sandringham Federation. We are a federation of two primary schools:- Sandringham and West Newton Primary Academy in the picturesque conservation village of West Newton and Flitcham Primary Academy, 3 miles away in the equally beautiful village of Flitcham. Both schools are owned by the Royal Sandringham Estate and are Church of England VA schools, part of the Diocese of Norwich Educational Academies Trust. We are proud of our links with our local churches, the local community and of course the Sandringham Estate itself. Both schools have a Good Ofsted rating from 2023.

The Sandringham Federation is a very special place, quite simply the jewel in the crown of Norfolk schools. We seek to promote the spiritual, moral, cultural, intellectual and social development of our children based on Christian values. The Sandringham Federation of academies is a place where everyone works hard to encourage children to enjoy their learning, achieve their best, behave well, support each other and grow in confidence to become good citizens.

We have a commitment to treating our children as individuals; building on their strengths, meeting each child's needs and supporting those with special needs in a happy family environment that fosters happy learners.

In our Federation we recognise the significant role that parents play in helping their children to progress and greatly value the contributions parents make to the life of our academies. We also have thriving PTAs, who work so hard to fundraise for the school.

Our Aims and Values

We create a warm, inclusive and stimulating environment for all children, aiming to ensure that children enjoy school and develop their love of learning. Through partnership with parents and the community we will help children reach their full potential. We do this through:

- Developing a sympathetic understanding of the Christian faith and a respect for the other major world religions
- Aiming for the highest possible standards of work and behaviour
- Promoting positive relationships with parents, the Church and the wider community to enable us to provide the best possible learning experiences for our children
- Sustaining a broad and balanced curriculum which meets the needs of our children and promotes their spiritual, moral, cultural, mental and physical development
- Providing a welcoming, stimulating, safe and comfortable environment in which all children have equal opportunity for success and are fully supported so they can reach their full potential



Our Values & Ethos

Our Core Values

Each year we explore core Christian values every half term. This year our values are:

- Thankfulness
- Trust
- Perseverance
- Justice
- Service
- Truthfulness

Our School Ethos

Our Federation Ethos is based on a theologically-rooted Christian Vision.

Our mission, based on “The Parable of the Sower”, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to flourish and reach their full potential, living life in all its fullness. To realise our mission, we endeavour to live out our vision encapsulated in the following words from the parable:

‘Some seed fell into good soil, and when it grew, it produced a hundredfold’
Luke 8.11

From this we developed our school saying of :
Learn and grow together, play and pray together

We strive to provide the rich soil that enables our children to develop the deep roots of learning behaviours, academic learning, rich experiences and Christian values to enable them to flourish in the love and grace of God. By focusing on making the soil rich for each child, we take to heart not only equality but equity by making the soil rich for each and every child.

Within our community, our inclusive, Christian school nurtures growth and supports all to have the courage to face challenges and the resilience to persevere, even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. We aim that everyone feels valued and has respect for themselves, others and the environment in which we live.

Our school rules are based on three specific areas – Ready, Respectful, Safe. We have adopted a positive behaviour management system based on the work of Paul Dix, to promote good behaviour for learning and positive relationships between all stakeholders.



Letter from CEO of the Diocese of Norwich Education and Academies Trust

Dear Prospective Sandringham Federation Executive Headteacher,

Thank you for your interest in this role. The Sandringham Federation consists of two schools; Sandringham and West Newton Primary Academy and Flitcham Primary Academy. They have been working as a federation, under a shared Executive Headteacher, since 2016. These are successful and popular schools situated on the Royal Estate of Sandringham. Given their modest size and rurality, they punch above their weight by achieving strong outcomes.

The Diocese of Norwich Education and Academies Trust (DNEAT) is one of the two Diocesan Trusts within in the Diocese of Norwich. We now comprise of 40 academies. Everything we do is driven by our four key Christian values of *courage, community, kindness and wisdom*.

We have an excellent record of working with our Headteachers to improve schools and over the last six years have improved the proportion of our schools that are good or better from 53% to 92%. We've also worked hard to improve pupil outcomes and our outcomes at the key measure of KS2 combined is now above the Norfolk average and closing with the national average year on year.

The support we provide is based upon learning centred leadership, which means collaboration is built in to all that we do. Headteachers meet termly, with others in their region, to decide priorities and allocate additional school improvement spending. This process is led by one of our Academies Group Executive Principals, who provides ongoing support and challenge to each Headteacher so they can achieve what we all want for our children and communities.

We would be delighted to speak to anybody interested in the role. I do hope you will consider taking an application forwards.

Yours sincerely,

Oliver Burwood
DNEAT Chief Executive Officer



Letter from the Chair of the Academy Local Governing Body

Dear Applicant,

On behalf of the pupils, parents, staff and governors, I would like to thank you for your interest in applying for the post of Executive Headteacher at Sandringham Estate Federation of Church of England Academy Primary Schools.

The federation consists of two schools, Sandringham and West Newton and Flitcham, both situated on the Sandringham estate. Since their establishment in the mid-nineteenth century, both schools have maintained a close relationship with the Royal estate and constitute an essential element of the local community. The federation also maintains a very close relationship with the church, with the Christian ethos underpinning all aspects of personal and social development. The staff are actively supported by the DNEAT Multi Academy Trust, which provide training, advice and meticulously structured career development.

Both schools have been graded as Good during recent inspections and the successful candidate will be able to demonstrate the pedagogic and managerial qualities required to maintain this status. Our staff are the federation's most important asset, and we are looking for a proactive individual capable of supporting and inspiring the team members. The successful candidate should be able to demonstrate their commitment to achieving the highest possible standards, both academically and in personal development, for all children no matter what their circumstance or starting point.

As a local governing board, we share a universal vision that endeavours to ensure that our schools are a happy and secure environment, where everyone is valued and encouraged to develop to their true potential. We look forward to receiving applications for the vacant post of Executive Headteacher from candidates who are willing and able to share this vision with us.

Dr Roger Wood
Chair of Governors



Letter from the Executive Headteacher

Dear Executive Headteacher applicant,

On behalf of the pupils and their parents, staff and governors, I would like to thank you for your interest in applying for the post of our Executive Headteacher.

You could not find a more wonderful place to live and work than this part of Norfolk. I moved here from Buckinghamshire 9 years ago and I can honestly say it was the best decision of my teaching career. I am now retiring but will miss this community very much. The Sandringham Federation of our two schools have achieved so much in the last few years, including being able to celebrate two good Ofsted (2023), as well as excellent results at all key stages.

We are blessed with a very experienced and capable staff, who are truly dedicated and highly valued in the school community. Our staff team are committed and have a shared vision and values. Their enthusiasm, with a strong nurturing ethos, makes the schools wonderful places within which to work and learn. Many staff work across both settings eg subject leaders, SENDCo and Executive Deputy headteacher. Our staff are the school's most valuable asset and we are looking for an inspiring individual who has the ability to come alongside others to not only inspire and motivate, but also to encourage and support.

Our amazing children are keen to learn and are well behaved, we are also grateful for supportive families, who engage with their children's learning in so many ways and also support the school financially with many fundraising activities through various PTA events. The schools are both in incredible settings within the Sandringham Estate, in stunning Victorian buildings, but also with newer additions. Both schools have access to fabulous grounds and the Sandringham Estate park land for extracurricular activities. This is an unusual Headteacher role as there is a very close contact with the Royal Estate, including meeting members of the Royal family at various events. Candidates would need to show they would understand the confidentiality and protocols around these situations.

We have very close links with the church in both schools. Our local vicar Reverend Canon Paul Williams is a school governor and also conducts collective worship in each school weekly. The Diocese also provides support through training and advice, with pastoral support being provided by the unique role of Diocesan School Support Officer. Staff are actively supported through our DNEAT Multi Academy Trust, which provides meticulously structured career development for all staff. This also includes opportunities to benefit from collaborative enterprise, networking and access to quality CPD.

As the Executive Headteacher I have also benefitted directly from incredible support from my other headteacher colleagues in the DNEAT West Norfolk region, both formally in our local regional meetings, but also in a more informal way as friends and colleagues.

Jane Gardener
Executive Headteacher



Together we are DNEAT

Our Trust Values	Our Trust Vision		Trust Change Priorities
Kindness	<p><i>By wisdom a house is <u>built</u>; and by understanding it is established: By knowledge the rooms are filled with all precious and pleasant riches</i></p> <p>Proverbs 24:3 – 24:4 (ESV)</p>		SCHOOLS AND CHILDREN: changes to support the ongoing improvement of the Trust's academies
Community			PEOPLE: changes to support the development of the Trust's most valuable resource, its staff
Courage			TRUST: changes to support the ongoing development and growth of the Trust and ensure it is well resourced
Wisdom			SEND: changes to support the development of SEND provision and outcomes

Our Values: These are the 'guiding stars' for all we do as a Trust of schools.

Vision: The Trust aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The Trust is driven by the moral purpose of making a significant difference to the outcomes of young people in order to best prepare them for their next stage of education and adult life. The Trust is focused on transforming young people's lives and therefore life chances by providing the perfect balance between excellent education and uncompromising pastoral care.

The Trust seeks to develop with its academies 'a system of continuous improvement and innovation that is simultaneously bottom-up, top-down and sideways' and through which it 'cultivates a culture of purposeful learning that is neither tightly controlled nor too loose' (Michael Fullen).

DNEAT is not simply a holding body for a series of largely autonomous units. Instead it creates opportunities for academies to learn from and support each other through: shared purpose, shared leadership, shared systems, shared resources and shared accountability. DNEAT enables individual academies to work together in order to:

- Promote and sustain a culture of high expectation, rapid improvement and interdependency.

DNEAT ensures that:

- Autonomy does not lead to isolation
- diversity does not become a barrier to collaboration
- accountability does not rely exclusively upon regulation



Trust Benefits for Schools

Quality and Accountability

- Academies Group Executive Principal (AGEP) and Academies Executive Principal (AEP) bespoke support and challenge
- Moderation of Headteacher Performance management outcomes and recommendations for progression
- Termly, quality assured Academy Improvement Reviews (AIRs)
- Curriculum reviews and peer SEND reviews
- Quality assurance of local governing body function
- Quality assurance of learning centred leaders (LCLs) – DfE designated SLEs - including talent identification, deployment and impact
- Statements of action - identifying Trust support for schools in difficulty
- Quality assurance of AGEP/AEP and associate work
- Sharing best practice visits within and beyond the Trust
- Team around a school – bringing school improvement and operational support to bear on vulnerable schools
- Records of visit to track incremental improvement
- School Development Partner bespoke support and challenge for associate schools and those with academy orders

Improvement and Development

- Access to DNEAT ‘tools’/formats (Single Change Plan, Strategic Operational Overview, Headteacher’s report/SEF/performance management/target setting/pupil progress meetings/PiXL)
- Regular Ofsted updates from trained inspectors
- Ofsted/SIAMS support before, during and after inspection
- Comprehensive Joint Practice Development programme (approx. 100 events) - a suite of core and optional training and development opportunities including:
 - Moderation of work EYFS/Y2/Y6
 - Senior leader networks (heads, SENDCOs, subject leads, early years leads)
 - Ambassador networks – using external subject experts to upskill subject leads and develop shared curriculum and assessment resources
 - Annual Trust Wide CPD day/event
 - Bespoke Trust wide opportunities
- Access to school-to-school support
- Career pathway entitlement and progression within the trust
- Headteacher Regional Alliances (HRAs) with regional school improvement budget
- Externally commissioned Trust wide assessments (PiXL)
- Brokered support from external partners e.g. HfL Education/VNET/Boleyn Trust/JTSH
- External trust relationships e.g. DCAT/DSAT/Vantage/St Benet’s/DEMAT/Norfolk CC/UEA
- Assessment and data analysis support via Data Lead



Trust Governance

- Ensuring compliance with recognised governance practices and frameworks
- Development and dissemination of Trust Core Policies
- Clerking support and quality assurance
- Support of Trustee recruitment and succession planning
- Appointment of Transition Boards where significant challenges as defined by the Scheme of Delegation result in too little assurance of effective governance
- Facilitating Academy Improvement Reviews (AIRs) – clear line of sight between Trustees and Governors
- Maintaining GovernorHub as a resource and a repository for the MAT and training governance colleagues
- Trustees provide detailed scrutiny of and are accountable for school performance in all aspects – academic performance, financial, safeguarding etc.

Local Governance:

- As above, plus;
- Annual timetable of meetings and resources (including clear Scheme of Delegation, agendas/Terms of Reference/link governor resources/templates/skills audits/self-assessment tools) to support local governors
- Provision of questioning guides
- Quality assurance visits and reports
- Training – standard offer plus bespoke training on request
- Trustees, Chairs and Headteachers Forums
- Fortnightly Governance briefing
- Bespoke support to each local governing body and a single point of contact for any and all governor queries
- Assistance with governor recruitment and succession planning
- PEX/Complaints/Grievance Panels support including clerking
- Governance Improvement Officer (GIO) deployment

Performance Management

- Leading process of Headteacher Performance including identification of performance objectives (aligned with Trust and other staff's performance management), write up of review and regular monitoring of progress
- Provision of resources and training for performance management of other staff
- Teachers' appraisal data capture and statutory reporting to Trustees and Unions

Safety and Safeguarding

- A cycle of safeguarding and health and safety audits
- Access to Trust safeguarding Lead
- DSL network
- General Data Protection Requirement (GDPR) updates, training and audits
- Rapid response to safety issues including out of hours emergency Trust phone line (for academies)
- Support for HR concerns and dealing with vexatious complaints /liaison with HR team and unions
- Finance support, audit cycle and budget management
- Risk and contract management

Wellbeing

- Access to Diocesan School Support Officers (DSSOs)
- Headteacher supervision
- Wellbeing approaches including Employee Assistance Programme including counselling/Cycle to work/regional wellbeing budget
- Legal support e.g. banning parents and liaising with DBS and TRA





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.



About the Area

Sandringham is a village and civil parish in the north of the English county of Norfolk. The village is situated 2 kilometres (1.2 mi) south of Dersingham, 12 km (7.5 mi) north of King's Lynn and 60 km (37 mi) north-west of Norwich.

The civil parish extends eastwards from Sandringham village to the shore of the Wash some 6 km (3.7 mi) distant, and includes the villages of West Newton and Wolferton. It has an area of 41.91 km² (16.18 sq mi) and in 2001 had a population of 402 in 176 households. The population had increased to 437 at the 2011 Census. For the purposes of local government, the parish is in the district of King's Lynn and West Norfolk.

Sandringham is best known as the location of Sandringham House and its estate, a favoured holiday home of King Charles II and several of his predecessors. Near to the house is the Royal Stud, a stud farm that houses many of the royal horses. The village was the birthplace of Diana, Princess of Wales.

Flitcham is a village within the civil parish of Flitcham with Appleton in the English county of Norfolk. The village is 45.5 miles (73.2 km) north-west of Norwich, 9.1 miles (14.6 km) north-east of King's Lynn and 112 miles (180 km) north of London. The village straddles the B1153 road just to the north of the A148 Fakenham Road at Hillington. The nearest railway station is at King's Lynn for the Fen Line which runs between King's Lynn and Cambridge. The parish of Flitcham with Appleton in the 2011 census, had a population of 276 in 121 households. For the purposes of local government, the parish falls within the district of King's Lynn and West Norfolk. Together with the villages of West Newton, Shernborne, and Anmer, it is part of the Royal Sandringham Estate.

The parish of Flitcham with Appleton within which the village is located is a large parish which is in the north west of Norfolk. To the east the parish boundary is discernible by the route of the Peddars Way, the long distance footpath which follows the route of a Roman road.



Getting in touch

Sandringham and West Newton Church of England Primary Academy	Flitcham Church of England Primary Academy
School Road, West Newton, Norfolk, PE31 6AX	Church Road, Flitcham, PE31 6BU
01485 540506	01485 600383
office@sandringhamwestnewton.nor folk.sch.uk	office@flitcham.norfolk.sch.uk
https://www.sandringhamandwestnewtonprimary.com/	https://flitcham.dneat.org/





Advert

Sandringham Federation

Number on Roll in Federation: 137

Number on Roll (Sandringham): 80

Number on Roll (Flitcham): 57

Start Date: 1st September 2024

Contract Type: Full Time

Salary: L12-18

Contract Term: Permanent

This is a rolling advert.

This is an exciting opportunity to lead the Sandringham Federation!

The two schools of Sandringham and Flitcham comprise the Sandringham Federation. Each lie at the heart of their respective village communities and are strongly supported by an active governing body made up of local people who come from a variety of backgrounds. As Executive Headteacher, you will ensure that we meet the needs of every child. You will maintain and develop staff relationships and collaborate with our wider communities and education partners. In an ever-changing educational environment, there will be many exciting challenges ahead.

You will be well supported by the Diocese of Norwich Education and Academies Trust.

In particular, we are looking for an Executive Headteacher who:

- Possesses the experience, motivation and resilience to move us forwards and embrace any challenges.
- Understands that thriving schools can be the beating heart of a rural community and that their success or otherwise affects the wider community.
- Is able to embrace and sustain the Christian ethos and values of the Federation.
- Has the character to ensure that personal virtues and organisational values enhance outcomes.
- Is an inspirational leader who is committed to delivering the schools' vision for the children, staff and communities we serve.
- Has the initiative to promote new and innovative ideas whilst sustaining what already works and managing change effectively.
- Has the ability to develop outstanding educational provision that results in outstanding outcomes.
- Has the ability to understand what the team has to offer and be able to work with stakeholders at all levels.
- Has the ambition to drive a rich and varied curriculum which engages and inspires every child.
- To understand the unique relationship of the Federation, particularly Sandringham and West Newton, with the Crown Estate
- To understand the intricacies of mixed-age provision within the context of annually changing pupil admission numbers



We can offer:

- Peer to peer networking, collaboration, challenge and support.
- Geographically focused development opportunities within the west hub of academies including dedicated support from a key professional.
- The security of working in a climate of shared accountability.
- Investment in your professional development and future career.
- A research-based approach to academy improvement that builds capacity from within
- Opportunities to contribute to the development of a growing organisation and trust wide improvement initiatives.
- Access to a suite of core services that enable you to focus more on leading, teaching and learning.
- A values-led approach that underpins the attitudes and behaviour of individuals and the family of Church academies.

HOW TO APPLY

Completed application forms and cover letters should be emailed to Emily Knights, HR Administrator, at emily.knights@donesc.org. This is a rolling advert. CVs will not be accepted.

You are also warmly invited to visit the federation before applying to get a palpable sense of the special atmosphere of our schools. Please see the Recruitment Pack for more contact details.

References will be requested prior to interview and referees may be contacted on receipt of your application form. Please contact us to discuss this further if you have any queries.

Further information

The post-holder will need to be able to communicate effectively in English both orally and in writing in order to undertake the requirements of the role.

For an informal, confidential conversation about the role please contact Emily Knights, HR Administrator, at emily.knights@donesc.org to arrange a call with the current Executive Headteacher.

You are encouraged to explore the MAT, Federation and school websites to get a feel for our schools and their cultures.

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. An enhanced DBS check will be required.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.



Job Description

The Diocese of Norwich Education and Academies Trust and the Sandringham Federation are committed to safeguarding and promoting the welfare of Children and Young People and require all staff and volunteers to share this commitment.

Responsible to	Academies Group Executive Principal / DNEAT CEO
Grade	Leadership 12 - 18
Hours	1.0 FTE
Location	Based at the Sandringham Federation. You may be required to travel to undertake work at academies and sites within the Diocese of Norwich Education and Academies Trust as needed.

Job Purpose

- As a member of the Federation Leadership Team (SLT) to share the strategic lead, working in conjunction with the Diocese of Norwich Education and Academies Trust in the development and improvement of all the academies in the Federation.
- To lead the SLT - this includes the Assistant Headteacher, the SEND and Inclusion Leader and the Senior Teachers.
- Working through the Operational Overview, lead meetings with Teaching Staff to communicate strategic development, implement new initiatives and monitor standards to secure improvement.
- To provide the Local Governing Body, Diocese of Norwich Education and Academies Trust with clear information, advice and recommendations regarding strategic development and standards across the Federation.
- To attend the Local Governing Body meetings.
- To structure Performance Management reviews and target setting meetings to hold Teachers and staff to account.
- To communicate the federation's vision, values, ethos and approaches to families and the wider community.
- To contribute to the federation's self-evaluation.
- To lead on assessment.
- To develop and maintain strong links with parents and the wider community to sustain high levels of involvement in their children's learning.
- Model excellence and high aspirations by example always.
- Contribute to the wider Diocese of Norwich Education and Academies Trust community through sharing good practice and involvement in Trust wide activities.
- Collaborate with other agencies to develop strategies to provide for the academic, spiritual, moral, social emotional and cultural well-being of pupils.



Teaching and Learning

- Be an outstanding teacher and role model for teaching and learning.
- Raise the quality of teaching, improve pupil's achievements and increase pupil progress by setting high expectations, monitoring the impact of intervention and evaluating the effectiveness of learning outcomes.
- Establish creative and effective approaches to learning and teaching in all areas of the curriculum.
- Provide support to improve the practice of individual teachers where required.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Implement strategies which ensure the highest standards of behaviour and attendance.
- Teach a class where required.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Finance Resource Management

- To be involved in the implementation of the federation's financial, accounting and support service policies, systems and procedures; ensuring that they adhere to the Diocese of Norwich Education and Academies Trust requirements, government guidelines and financial regulations.
- To be involved in the preparation, monitoring and control of the annual federation budget.
- To be responsible for the preparation, implementation and impact assessment of the Pupil Premium budget and Sports Premium funding and the development of clearly costed and evaluated plans.
- To share involvement in the preparation of financial information required for proposals, recommendations or bids and maximise income generation from grants, fundraising and sponsorship.
- Contribute towards promoting the Christian ethos of the Federation and the Diocese of Norwich Education and Academies Trust.

Human Resource Management

- To deploy staff effectively across the federation.
- To support the recruitment process for Teachers and Support Staff.
- To support the preparation of documents for agreed agenda items at Local Governing Body meetings.
- To manage the implementation of HR related policies
- To motivate and encourage teamwork and good practice in order to strive for excellent standards and outcomes for children.
- To provide leadership and guidance to staff on HR issues and to deal with grievance procedures as required.
- To ensure that staff expenses are operated within the Diocese of Norwich Education and Academies Trust guidelines and policy.



- To ensure that staff absence management procedures are applied and that these reflect Diocese of Norwich Education and Academies Trust policies and triggers.
- To ensure that the school is represented at the core Diocese of Norwich Education and Academies Trust training events.

ICT systems and assessment

- To have responsibility for the effective day to day provision of ICT.
- To ensure that the school assessment platform is updated and current.
- To ensure Diocese of Norwich Education and Academies Trust and DFE deadlines for data submission are met.
- To ensure the Management Information system is current and complete.
- To collate information and write reports highlighting what assessment, behaviour and attendance information is showing and how it needs to be acted on.
- To be involved in the monitoring, cost and development of ICT to help ensure that children and staff have access to reliable modern technology.

Premises, Health and Safety

- To be the Designated Safeguarding Lead. To lead on safeguarding across the school.
- Ensure the sites are kept safe and tidy through liaison with cleaning and site staff.
- To share responsibility for the Asset Management Plan - ensuring it is kept updated and redundant items are removed.
- To oversee and review capital expenditure to develop and improve the premises.
- Ensure that staff are kept updated on Health and Safety procedures.
- Act as a key holder.
- Manage the use of the sites to maximise income from lettings.

Organisational Relationships

- Works closely with other members of the Diocese of Norwich Education and Academies Trust's Chief Operating Officer and other senior Diocese of Norwich Education and Academies Trust staff.

Statutory Duties

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection.
- Carry out their duties with the due regard to the Trust's policies on equal opportunities, health and safety and quality assurance.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required.



- To support and participate in activities that reflect the Christian ethos of the academy.
- Undertake other similar duties and activities that fall within the grade and role as may reasonably be required by the Diocese of Norwich Education and Academies Trust.

Line management

- Direct line management responsibility for Teachers and Teaching Assistants.

Professional Development

- Maintain personal professional development to ensure that the knowledge and skills required to fulfill the role of Headteacher are up to date.
- Be a professional role model, and understand and promote the aims of the Academy and the values of the Trust. Including promoting our culture of high aspiration that is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ.

Special conditions of employment

Rehabilitation of Offenders Act 1974

This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bindover orders and warnings being considered.

If the jobholder is arrested, summonsed for an offence or receives a conviction a bindover order or a warning given by a police force, they are required to inform the Headteacher of this fact immediately. Such information will be treated in confidence, so far as this is consistent with the safety of children, compliance with statutory child protection procedures and the Trust's relevant policies. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

Safeguarding and Promoting the Welfare of Children and Young People

The jobholder is required to follow all Trust and academy policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The jobholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.



Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or failure to act. Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager, and the jobholder is required to comply with these and to use any protective clothing or equipment as instructed at all times.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 2018 and the General Data Protection Regulations. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy. Nothing shall prevent the jobholder from disclosing information that they are entitled to disclose under the Public Interest Disclosure Act 1998 as amended, provided that the disclosure is made in accordance with the provisions of that Act/s.

Equality and Diversity

The Trust and the academy are committed to equality and value diversity. As such the Trust and the academy are committed to fulfilling their Equality Duty obligations and expect all employees to share this commitment. The Duty requires the Trust and the academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

Training and Continuous Professional Development

The Trust has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their continuous professional development and learning, to engage positively in the performance management process, and to attend and participate in any training or development activities required to assist them in fulfilling their role and meeting their safeguarding and general obligations.

The Trust Operates a Strictly No Smoking or Vaping Policy

This applies to all Trust premises and those where Trust services are provided.



Person Specification

	Essential Criteria	Desirable Criteria
Education & Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Designated Safeguarding Lead training NPQH
Skills & Abilities	<ul style="list-style-type: none"> Able to follow the Trust's safeguarding procedures and recognise when to report any concerns An excellent teacher who can lead by example Ability to multitask and prioritise in a fast-moving environment Ability to negotiate and mediate Can lead teams Enthusiasm and expertise in developing and implementing a curriculum that is exciting and inspiring for children and staff alike Can coach, support and challenge 	
Experience	<ul style="list-style-type: none"> Experience of working at a senior/middle management level and holding line management responsibility Teaching across the primary age range Experience of leading whole school initiatives with evidence of positive impact on outcomes for pupils Leadership of a core curriculum area Experience of using assessment systems and data analysis Experience across the appropriate age range in a small school or federation Demonstrate experience of senior leadership as a minimum as a Deputy Head, Assistant Headteacher or equivalent 	<ul style="list-style-type: none"> Experience of holding staff to account through performance management Experience of school finance Project and change management experience Experience of site and building management Involvement in a SIAMS inspection



	Essential Criteria	Desirable Criteria
Knowledge & Understanding	<ul style="list-style-type: none"> • The responsibility of every individual for safeguarding and promoting the welfare of children • Up to date knowledge and understanding of Ofsted and SIAMS expectations and framework 	
Personal Qualities	<ul style="list-style-type: none"> • Passionate commitment to education • Ability to work calmly under pressure • Integrity, professionalism, and reliability • Enthusiasm and a positive ‘can do’ disposition • Excellent interpersonal skills • Supportive of the Federation’s Christian ethos • Setting and achieving challenging goals 	
Other requirements	<ul style="list-style-type: none"> • A professional role model who is committed to their own professional development and to developing others • Committed to and able to promote the aims of the academy and the values of the Trust. Including promoting our culture of high aspiration that is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. • Able to work calmly under pressure and withstand stress • Able to work flexibly, and to attend meetings and INSET days as required 	