



**South Orpington Learning Alliance**  
**Executive Headteacher Recruitment Pack**  
**2022-23**

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Dear Applicant,

### **Executive Headteacher Post**

We are delighted that you are interested in applying for the post of Executive Headteacher at the South Orpington Learning Alliance (SOLA) Multi-Academy Trust.

We are looking to appoint an exceptional senior leader who will build on our success and be instrumental in helping to shape the future of this Trust. The successful candidate will share the vision of the Trust and will be ambitious for all its schools and most of all, for our children. This is a brilliant opportunity for a person with significant senior leadership experience in primary school settings to use and develop their skills and experiences further, as well as offering inspirational and passionate drive and leadership to the schools of the Trust.

At SOLA, we have a cohesive and committed group of professionals with an excellent mixture of expertise, knowledge and initiative. The Trust believes strongly that our children are entitled to the very best education possible so that they are well prepared to succeed in their future lives.

The Trust are seeking to appoint someone who is aspirational for themselves and for the children, who has high expectations and is able to model the very best practice, as well as develop staff professionally to deliver excellent outcomes. The person appointed will be creative and able to think and plan strategically.

Visits to the Trust and any of its schools are welcomed and encouraged. If you would like to arrange a visit please contact Claudia Casati, HR Lead, at [claudia.casati@solamat.co.uk](mailto:claudia.casati@solamat.co.uk) to make arrangements.

We look forward to receiving your completed application. It should address the job specification and arrive before midday on Monday 12<sup>th</sup> December, 2022 (12.00 noon). Interviews will take place on Thursday the 15<sup>th</sup> of December 2022. We are looking to appoint for a January 2023 start.

### **Safeguarding and Equal Opportunities**

The SOLA Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of appointment for post is subject to a satisfactory Enhanced Disclosure and Barring Service check as well as references. Furthermore, please be aware that we will carry out a soft digital search for all shortlisted candidates ahead of their interview.

The SOLA Trust is committed to promoting and building a diverse and inclusive climate by extending diversity and inclusive awareness throughout our community. We aim to build and sustain a diverse and inclusive community where all individuals are appreciated and respected.

Best wishes

A handwritten signature in black ink that reads 'James Turvey'.

James Turvey  
Chief Executive Officer

## THE SOLA MISSION

SOLA is a family of schools committed to the pursuit of excellence for our pupils. We recognise our responsibility to play a central role within our community, and to continually improve, together.

## THE SOLA VISION

Is for every child in SOLA schools to be included, to know that they are important and to acquire and develop the tools, character and values that will enable them to be happy, to contribute, and to thrive throughout their lives.

## THE SOLA CHARACTERISTICS AND VALUES

The characteristics and values that mean most to us and that we will promote are kindness, curiosity, honesty, respect, inclusivity, responsibility and resilience.

## TRUST CONTEXT

The South Orpington Learning Alliance (SOLA) Multi-Academy Trust operates seven schools within the London Boroughs of Bromley and Croydon. Our schools are: Chelsfield Primary School (CPS); Darrick Wood Junior School (DWJS); Green Street Green Primary School (GSGPS); Orchard Way Primary School (OWPS); Pratts Bottom Primary School (PBPS); The Highway Primary School (THPS) and Tubbenden Primary School (TPS).

Our schools vary in size, and have a combined pupil capacity (5 to 11) of 2,141 and had a roll of 2,032 in the school census of October 2022. In addition to the mainstream pupils two of our schools have Additionally Resourced Provisions for children with SEND. There is a Provision for children with Hearing Impairment attached to DWJS. There is also a Nursery at TPS for up to 48 children.

Other Contextual Information:

- The proportion of disadvantaged pupils (FSM6) is lower than average, and varies between Trust schools, with the proportion of such children at GSGPS and PBPS usually being in the lowest quintile. CPS consistently has the highest proportion of disadvantaged pupils of our schools.
- The number of children requiring SEN support across SOLA is above average, and the proportion of such pupils at CPS is usually in the highest quintile.
- There are significantly more pupils than the national average with an EHCP (mainly in the Additionally Resourced Provisions at DWJS, GSGPS and TPS).
- Around 31% of SOLA pupils are from ethnic groups other than White British, and about 10% have English as an Additional Language (EAL).
- The proportion of pupils with SEND or EAL (English as an Additional Language) in our schools is slowly increasing over time.
- The pupil population of SOLA schools has become less stable over time.
- Our schools are situated in areas where deprivation is generally low. In three of them (CPS, DWJS, TPS) the pupil-base is more deprived than the location.

## Job Description

### EXECUTIVE Headteacher

SALARY: Set within the In-School Range (ISR): L27 to L32

HOURS: Full-time (subject to viable job share arrangements)

#### Introduction

The Executive Headteacher provides a layer of accountability, consultancy and support within the senior leadership structure of the SOLA Trust.

#### Main purposes of the job:

- The Executive Headteacher plays a key role in the promotion of the Mission, Vision and Values of the Trust, and drives cross-Trust cohesion, engagement and ensures strategic commonality across SOLA schools.
- The Executive Headteacher is responsible for:
  - Building capacity for school to school improvement
  - Leading teaching and learning across SOLA
  - Developing and delivering the curriculum and assessment
  - Ensuring that leaders across the Trust know the SOLA schools quantitatively and qualitatively
  - Providing consultancy and support to Headteachers
  - Setting and monitoring specific aspects of the school budget
- The Executive Headteacher is accountable for:
  - The educational performance of the schools
  - The identification, management and mitigation of specified elements of risk at school level

#### Reporting Lines

The Executive Headteacher reports to the Chief Executive Officer of SOLA, and is accountable to the Board of Trustees. The Executive Headteacher oversees the work of the Headteachers.

#### Additional roles

In addition to the above the Executive Headteacher will:

- Work with SOLA Headteachers to define and cost changes to non-leadership staffing structures
- Ensure the Performance Management of Headteachers takes place each year in a timely fashion
- Build partnerships with Local Authorities, other Trusts and Schools, to explore best practice and support improvement
- Work with the CEO to:
  - Define and cost changes to leadership staffing structures
  - Advise them with regard to Leadership Pay Decisions
  - Ensure that:
    - There is a manageable set of priorities for improvement to meet the specific needs of the SOLA schools, pupils and communities.
    - There is a deep understanding of the performance of different groups of pupils across the SOLA schools and a differentiated approach to meeting the needs of all pupils and schools.

#### Further Details of Responsibilities

##### Building Capacity for School to School Improvement

1. *Ensure that the organisation of teaching and learning support between schools is based on a clear, evidence-informed theory of action and evidence of impact*

2. *Develop a strong understanding of where specific expertise exists across SOLA and how it can be used to support other schools, and develop system leaders alongside key partners*
3. *Develop a culture whereby SOLA leaders have a clear understanding of their weaknesses and a plan for addressing them; and are open to learning from and with others*

### **Leading Teaching and Learning**

Ensure that:

1. *SOLA's approach to teaching and learning is underpinned by core principles informed by a wide evidence base of proven practice.*
2. *SOLA's principles of learning provide a common language that facilitates conversations about teaching and learning across SOLA.*
3. *There are regular opportunities for teaching staff to see and learn from really great practice.*
4. *Middle leaders have the expertise and tools to lead constructive conversations on effectiveness of teaching and learning.*
5. *Middle leaders have an explicit role as leaders of teaching and learning and are effectively empowered and supported with high quality professional development.*
6. *SOLA's leadership of teaching is informed by its core principles of learning bringing coherence and depth to the design and development of programmes and support.*
7. *SOLA has developed the infrastructure and networks to support shared professional learning and development – e.g. through subject networks, peer- to-peer coaching and observations and reflections on classroom practice linked to SOLA's priorities.*
8. *SOLA has a clearly articulated approach to best practice.*
9. *Evidence-based innovation thrives.*
10. *There are clear processes for realising the benefits of successful innovation across SOLA.*

### **Developing and Delivering the Curriculum and Assessment**

Ensure that:

1. *SOLA has a clearly defined curriculum intent and principles that inform the work of leaders and staff in academies in SOLA.*
2. *Staff across SOLA have shared expectations of pupil progress; these are regularly benchmarked within SOLA and externally.*
3. *Everyone in SOLA has a consistent answer to the question: 'what do we want pupils to know and achieve?' which informs a disciplined and evidence based approach to curriculum development.*
4. *Equity of attainment and progress are promoted.*
5. *The purpose of both formative and summative assessment is understood across SOLA, and aligned to the vision, curriculum and age-related expectations.*
6. *Assessment cycles are common across all schools in SOLA, allowing a common picture of progress and comparisons between schools.*
7. *Shared moderation of assessments is routine and underpins SOLA's expectations of what constitutes strong progress.*

### **Ensuring that leaders across the Trust know the schools quantitatively and qualitatively**

Ensure that:

1. *Data is shared widely and informs regular, honest, action-focused conversations with schools.*
2. *At all levels (classroom, subject, phase and school) there is effective use of the full range of available data to identify issues regarding progress and to target interventions effectively.*
3. *Performance and progress for each school and SOLA as a whole is specifically benchmarked against schools and Trusts regionally and nationally with similar characteristics.*
4. *School leaders meet regularly, in step with the rhythm of the school year; their meetings systematically cover the different aspects of school performance and improvement and have a clear agenda so that everyone comes ready for a focused conversation that helps drive improvement for all.*
5. *Trust and school leaders regularly visit schools/classrooms together (e.g. for joint learning walks, lesson observations) so that they develop a shared picture of their schools.*
6. *SOLA leaders employ a range of techniques to gather parent and pupil feedback; this feedback is an integral part of assessing schools' performance and progress.*

### **Providing consultancy and support to headteachers**

Provide consultancy and support in:

1. *The setting of priorities for improvement*
2. *Achieving a deep understanding of the performance of different groups of pupils and a differentiated approach to meeting their needs*
3. *Staff Performance Management and Pay Decisions*
4. *Governance Matters*
5. *Parental Concerns and Complaints*

***Setting specific aspects of the school budget***

*With key school and Trust staff:*

1. *Set the annual budget subject to the Trust framework and targets*
2. *Set and monitor the following budgets :*
  - a. *Inclusion*
  - b. *Additionally Resourced Provision*
  - c. *Pupil Premium and Recovery*
  - d. *Sports and PE Premium*

## Executive Headteacher Person Specification

	Essential	Desirable	Evidence
<b>Qualifications and training</b>	<p>Qualified Teacher status</p> <p>Specific leadership training e.g. NPQH</p>	<p>Commitment to own learning and continuing professional development</p> <p>Specific leadership training e.g. NPQEL</p>	Application Form
<b>Experience</b>	<p>Successful Headship in at least one Primary School</p> <p>Senior Leadership in more than one school</p> <p>Experience of teaching across the Primary age range</p>	<p>Experience of senior leadership within a Multi-Academy Trust.</p> <p>Experience of school to school support within a Multi-Academy Trust, as an advisor or consultant.</p>	Application Form Interview
<b>School Leadership</b>	<p>Able to clearly articulate and exemplify a philosophy for education and vision for successful schools.</p> <p>Can demonstrate the ability to inspire and motivate colleagues.</p> <p>Have a clear vision in respect of teaching, learning and the school curriculum.</p>	<p>Proven to be highly effective in raising standards at whole school level.</p> <p>Able to demonstrate a sound understanding of key school leadership systems, processes and strategies.</p> <p>Experience of overseeing and organising the curriculum at departmental or whole school level.</p>	Application form References Interview
<b>Professional Knowledge and Understanding</b>	<p>The candidate will have a knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>● statutory frameworks for education and the requirements these place on schools;</li> <li>● how to build, communicate and implement a shared vision;</li> <li>● current best practice in teaching and learning;</li> <li>● how to build and sustain a successful learning community;</li> <li>● strategies for monitoring, evaluating and improving aspects of school, including challenging poor performance where it exists;</li> <li>● the local/national context and any associated trends in education.</li> </ul>	<p>The candidate will have a knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>● the framework, systems and processes associated with school governance within a MAT;</li> <li>● how to successfully lead and manage change;</li> <li>● how to build and sustain effective partnerships both within and beyond the immediate school community.</li> </ul>	Application form References Interview
<b>Professional Values</b>	<p>The candidate will:</p> <ul style="list-style-type: none"> <li>● maintain high expectations of themselves and others alike and be able to communicate these in a positive and constructive manner;</li> <li>● have an unwavering commitment to improving outcomes for all children;</li> <li>● hold a deep-set belief that learning should be engaging, experiential and relevant;</li> </ul>		Application Form Interview

	<ul style="list-style-type: none"> <li>aspire to and strive for excellence in everything that they do;</li> <li>be committed to the personal welfare and safeguarding of all children.</li> </ul>		
<b>Additional Skills</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> <li>build a strong, positive relationship with the CEO, Headteachers and other school leaders;</li> <li>establish and develop close professional relationships with other stakeholders as appropriate;</li> <li>Provide coaching and mentoring to senior school leaders;</li> <li>manage relationships and resolve conflict when necessary;</li> <li>communicate effectively (both orally and in writing) to a variety of audiences using a range of media;</li> <li>demonstrate creativity, resourcefulness and resilience when faced with obstacles or problems alongside effective decision-making skills.</li> </ul>	Application Form References Interview	
<b>Personal Characteristics</b>	<p>Display a clear passion for teaching and learning;</p> <p>Show warmth, care and sensitivity in dealing with staff and children;</p> <p>Be open minded, self-evaluative and adaptable to changing circumstances and new ideas;</p> <p>Be able to reflect positively upon experience;</p> <p>Have the ability to work flexibly;</p> <p>Be able to prioritise;</p> <p>Demonstrate good interpersonal/ communication skills;</p> <p>Maintain a positive mindset and a good sense of humour.</p>	<p>Demonstrate a commitment to environmentally-friendly and sustainable working practices;</p> <p>Bring personal interests and enthusiasms to the SOLA community.</p>	Application Form References Interview

Above all, staff in SOLA love children, want the very best for them and are prepared to put their needs first. They recognise the importance of making every learning day count for every child, and are fully committed to achieving high standards. They show commitment to the Mission, Vision and Values of the Trust.



