



Head of Academy

Ilsham C of E Academy
APPLICATION PACK

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WELCOME



**ILSHAM C OF E
ACADEMY**



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HOW TO APPLY

WELCOME

We are a Trust where everything begins and ends with the children. We want to ensure that we have a profound impact on the futures of our children so that they have choices and options which will enable them to flourish as they go through life. Quite simply, we put children first in all that we do.

We live our vision by working collectively as a family of schools with a shared responsibility for all children, no matter which school they attend. We empower each other to deliver an exceptional curriculum offer for children where they are cared for, inspired, challenged and develop a love of learning.

We want every child to experience an excellent curriculum which is distinctive to their community and be taught by great teachers.

Therefore, we nurture and care for our staff so that they can provide the very best for our children.

As a Trust we work collectively to provide the very best professional development for staff so that they are empowered in their roles.

We care passionately about children outside of our Trust as well. We collaborate and work with other schools and Trusts as well as being a National English Hub that specialises in early reading and phonics.

We are driven by our values and our passion is to serve our pupils, staff and communities to the very best of our abilities.

Tracey Cleverly
Trust Lead



A HIGHLY SUCCESSFUL, INCLUSIVE MULTI ACADEMY TRUST

Our Trust was established in the summer of 2012 from its origins as a National Support School, at Ilsham C of E Academy. We have a Church of England foundation which is fully inclusive and welcomes both Church and Community schools. Admission criteria to all of our academies is fully inclusive, welcoming those of all faiths or none.

As a successful Trust, we are accredited as a strong partner by the Department for Education and are approved to welcome schools in all Ofsted categories.

The Vision and Core Purpose of our Trust academies is to Transform Children's Lives by working together as a values-led family of exceptional academies, delivering an entitlement to a world-class education across all our local communities and where every child flourishes. We believe that every young person, regardless of their background or context, can achieve and exceed the highest of expectations. Our Trust, without exception, delivers that promise.

OUR VISION & VALUES

VISION

To transform children's lives

Core Purpose: To develop a 'values-led' family of exceptional schools that always puts children first. Where learners excel and communities are enriched so that the life chances of more and more children are improved.



VALUES

Our core values guide the way in which we work together.

Excellence: We champion excellence and equality for all and in all that we do.

Empowering: We invest in each other and our communities.

Collectively: We are one team and agree to work as one family.

EDUCATION

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined in eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

PEOPLE

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

FINANCIAL

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

OUR TRUST



10 SCHOOLS



9 CHURCH
SCHOOLS



7 NURSERIES



285 STAFF



89 TEACHING
STAFF



1871 PUPILS

WELLBEING

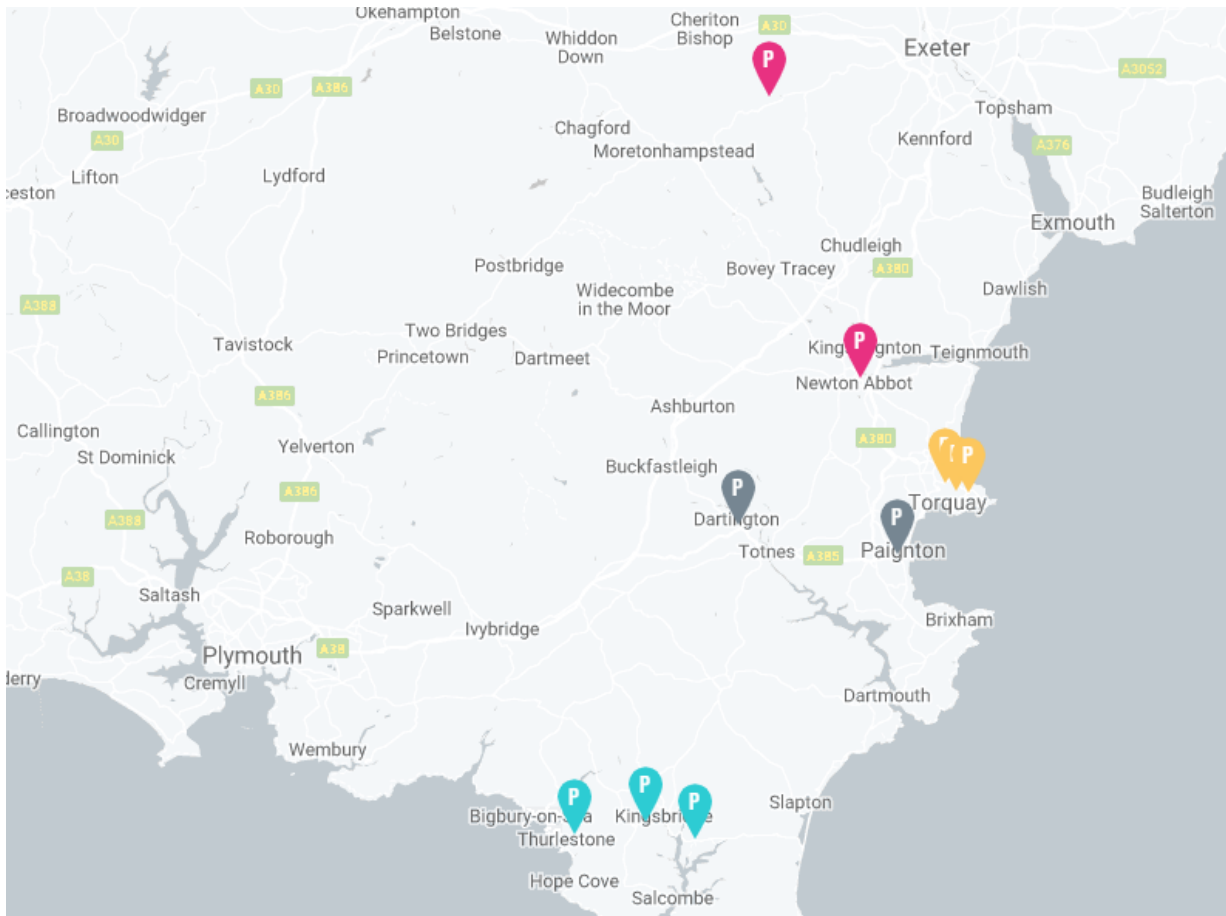
We put our people's welfare at the centre of everything and we know that this is more than just cake in the staffroom on a Friday (although that is nice too!). Our Wellbeing Strategy covers four key areas: Working environments, Personal growth, Health and lifestyle initiatives and Culture.

DIVERSITY, EQUALITY & INCLUSION

On our journey we are building a Diverse and Inclusive community. We are aspiring to promote our inclusivity, via curriculum and employee engagement. Together we want to break down barriers, enjoy each individual and celebrate the value they bring to our School Trust.

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values
- We will develop the very best leaders of the future, working to improve education and transform lives
- We will adhere unwaveringly to the 'Nolan Principles' of public service, which is made clear in our commitment to Ethical Leadership

OUR ACADEMIES



[All Saints Marsh](#)



[All Saints' Thurlestone](#)



[Charleton](#)



[Dartington](#)



[Dunsford](#)



[Ellacombe](#)



[Ilsham](#)



[Little Stars](#)



[St Michael's](#)



[Warberry](#)



[West Alvington](#)

ILSHAM

We are delighted to welcome you to Ilsham Church of England Academy.

Our vision is for every child to be confident and happy as we nurture their development and strive for success. We very much see ourselves as a family who work together to ensure the very best for each and every child.

In doing this, we strive to enable all children to achieve their potential in all areas of their learning—intellectual, emotional, physical, social, moral, spiritual and cultural—through our engaging and aspirational curriculum.

Our Christian and School Values underpin our work as we encourage a strong and loving community spirit in which children thrive and develop a moral compass to guide them through life.

Our ethos is Children First and this is evident in everything we do, from our curriculum planning to school design. our academy family.

We believe that collectively, we can empower excellence.

Emma Bone
Director of Education



JOB DESCRIPTION

HEAD OF ACADEMY

Salary: Leadership Pay Scale

Hours of Work: As outlined in the current School Teachers' Pay and Conditions document

Responsible to: CEO as delegated to Executive Headteacher or Director of Education

MAIN PURPOSE OF THE ROLE

To provide operational leadership and day to day management of the academy, and contribute to the strategic direction of the academy and the wider Trust community through:

- Ensuring the provision of consistently high-quality teaching and learning
- Ensuring high standards and high expectations from students, staff and community
- Developing a “World Class Workforce” to provide the best possible educational opportunity to students
- Developing, delivering and commissioning innovative proactive and service for students
- Developing collaborative links and support for other academies within the Trust, and the wider education community

THE POST HOLDER WILL BE ACCOUNTABLE TO

- The Learning Academy Partnership Trust i.e. other Heads within the Trust
- The Chief Executive Officer (delegated to the Executive Headteacher (where appropriate) or Director of Education)
- Local Governance

SPECIAL FEATURES

The post holder may be required to work in any of the schools/academies within the Learning Academy Partnership family of schools as directed by the Chief Executive Officer.

LEADERSHIP

- To uphold, develop and promote the Vision, Values and 6 Core Principles of the Trust
- To Work collaboratively with the Senior Executive team to empower excellence in order to ensure that outcomes at all academies across the Trust are sustained and improving
- To develop the Senior Leadership Team to collectively empower excellence
- Overall responsibility for the strategic management and operational activity of the Academy.
- To provide passionate, innovative and consistent leadership to the Academy and its leadership team.
- To work positively with the community to ensure the best possible outcomes for all students.

- Implement rigorous and sustainable policies and strategies in order to transform the outcomes for students at the Academy.
- To provide a curriculum of excellence within the Academy which focuses on ensuring that all students are well prepared to be successful citizens of the world.
- To ensure that students are healthy, stay safe, enjoy and achieve maximum potential, and personal well-being once and are well prepared for their next stage of education/life.
- To develop the reputation of the Academy and Trust, locally, regionally and nationally.
- To service and support the Local Advisory Board (Ethos and Communications Group & Standards & Curriculum).
- Act as an ex-officio member of the Local Governance group.

Excellent Headteachers: qualities and knowledge:

HEADTEACHER STANDARDS

The *National Standards of Excellence for Headteachers* have 4 'Excellence as Standard' domains, within each domain there are six key characteristics expected of the nation's headteachers.

DOMAIN ONE - EXCELLENT HEADTEACHERS: QUALITIES AND KNOWLEDGE

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's and Trust's vision and drive the strategic leadership, empowering all pupils and staff to excel.

DOMAIN TWO - EXCELLENT HEADTEACHERS: PUPILS AND STAFF

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

DOMAIN THREE - EXCELLENT HEADTEACHERS: SYSTEMS AND PROCESS

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

DOMAIN FOUR - EXCELLENT HEADTEACHERS: SELF-IMPROVING SCHOOL SYSTEM

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

GENERAL RESPONSIBILITIES

- To put all children, in the Trust, at the core of all decisions and actions.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos / work / aims of the Learning Academy Partnership.
- Establish constructive relationships and communicate with other professionals.
- Attend and participate in relevant meetings at academies and other events as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others within the organisation.
- To be a reflective practitioner who is active in the pursuit of their own professional development.

EXPECTATIONS

1. As appropriate to the postholder's duties must be carried out in compliance with the following:
 - a. Trust Policies
 - b. Code of Conduct
 - c. Financial Regulations
 - d. Health and Safety at Work Act (1974) (and subsequent Health and Safety legislation)
2. To work flexibly as required.
3. To maintain confidentiality of the Trust's affairs.
4. To work at all times within Code of Conduct, GDPR and the Safeguarding Policy.
5. Participate, support and comply with Trust arrangements for responding to emergencies and/or business interruptions.
6. These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the postholder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.
7. To put all children, in the Trust, at the core of all decisions and actions.
8. To be an ambassador for the Learning Academy Partnership.
9. To uphold the vision, values and ethos which underpin the Trust and support how we work as a single organisation.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree 	<ul style="list-style-type: none"> • National Professional Qualification for Headship • Evidence of further study - this could be ongoing and/or Further Professional Qualifications
Experience	<ul style="list-style-type: none"> • Successful substantive experience at Senior Management level within a primary school. • Experience of successful and cooperative working leading team members • Experience of the successful leadership of change • Experience of improving teaching and learning • Experience of promoting safeguarding procedures in a school 	<ul style="list-style-type: none"> • A range of leadership, management and teaching experience in more than one context • Teaching experience in more than one Key Stage • Track record in school improvement with demonstrated impact • Experience of school improvement in more than one setting/supporting another school
Professional Development	<ul style="list-style-type: none"> • Have wide current knowledge and understanding of education and school systems locally and nationally • Research and development covering leadership, curriculum and management issues that have resulted in successful change and effective practice • Significant contribution and evidence of impact to the professional development of other colleagues in school 	<ul style="list-style-type: none"> • Experience of planning and managing professional development
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Ability to initiate and lead change by inspiring and influencing others • Understanding and knowledge of current issues in education, including the current Ofsted Inspection Framework 	<ul style="list-style-type: none"> • Knowledge and understanding of administration and budget management processes including benchmarking • Understanding of the current National Standards of excellence for Headteachers
Other	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children • Willingness to work flexible hours, including evening and school holidays when necessary. 	

HOW TO APPLY

Status

Permanent
1.0 FTE

Salary

Leadership Scale L9 – L16
(Torbay)

Closing Date

Friday 26th November 2021
9am

Start Date

Flexible (April/June/September)

Interviews

Friday 10th December 2021

Applying

Please apply by visiting
www.lapsw.co.uk/vacancies

Learning Academy Partnership

Address: Suite 4 Zealley House, Greenhill Way, Kingsteignton, TQ12 3SB

Visit: www.lapsw.co.uk

Telephone: 01626 248800

Email: people@lapsw.org

Twitter: [@LAPacademies](https://twitter.com/LAPacademies)

LinkedIn: <https://www.linkedin.com/company/learning-academy-partnership>

