



Head of Creative Arts & Performing Arts  
Trevelyan Middle School, Windsor, Berkshire  
Candidate Application Pack



# Contents

Thank you for your interest in our Head of Creative Arts & Performing Arts position at Trevelyan Middle School within Pioneer Educational Trust.

This pack contains:

- Details about Pioneer Educational Trust
- Details about Trevelyan Middle School
- Details about the department
- The job description and person specification
- Benefits of working at the Trust

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, HR Manager:

[recruitment@pioneereducationaltrust.org.uk](mailto:recruitment@pioneereducationaltrust.org.uk)

You can also visit our school's website at:

[www.trevelyan.org.uk](http://www.trevelyan.org.uk) or the Trust's website at:

[www.pioneereducationaltrust.org.uk](http://www.pioneereducationaltrust.org.uk)



# An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As CEO, I am proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

## Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to be an 'outstanding' school delivering an education that places its outcomes in the top schools in the country. In April 2023, Desborough College, a boys' school in Maidenhead, joined our family of schools.

We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

*"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)*

*"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high-quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)*

## Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an exceptional education. Consciously liberating through the power of education and celebrating diversity informs all that we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

## Right mission, right vision, right values

### Mission

We invest intelligently, inspire collaboration and pioneer so that all learners in our family of schools have equal access to an exceptional education that consciously liberates.

### Vision



#### Exceptional education for all

Every school within Pioneer Educational Trust will provide an exceptional education to all children and young people. This means preparing children and young people to thrive at intrapersonal, interpersonal, societal and global levels. Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be relational, empowering and consciously liberating.



#### Employer of choice

Pioneer will continue to be the employer of choice as a result of its commitment to professional development for all colleagues, a positive and enriching working environment and outstanding leadership development opportunities underpinned by the dynamics of Pioneering Leadership. Coupled with a systematic approach to school improvement, the trust will provide an enabling environment that supports and challenges all to flourish and be fulfilled.

## Leading ethically in service to others

Our community will be knowledgeable and empowered taking principled action in service to others. As such, we will continue to lead ethically demonstrating a commitment to outward-facing work with our local, national and international educational communities.

### Values

- pioneer
- inspire collaboration
- invest intelligently
- consciously liberate

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims widely.

### Our 'three peaks'

Pioneer Educational Trust has three strategic priorities to deliver our commitment to Pioneer Quality (a high quality and inclusive education for all), Pioneer Community (cultural and structural integration of schools founded on a model of co-construction and evolution) and Pioneer Impact (growth and knowledge exchange within and beyond our family of schools).



### Investing intelligently

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



#### Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **10 WorkWell Pledges** seek to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set and maintained and that professionals are treated as professionals.

### Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'<sup>1</sup> can be released strengthening the culture of self-responsibility<sup>2</sup>. Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday**. From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement**. Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

### What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally by our Central Team, these services are designed to help ensure the smooth running and operation of each of our academies. These services include Estates, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our schools and while the CFO has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

### Where next?

This is an incredibly exciting time to be joining our trust! We know that there is unimagined resources of creative human energy in our schools and are, therefore, focused on creating the conditions for this to be released. This means embedding a culture which:

<sup>1</sup> Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

<sup>2</sup> John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).

- creates opportunities for collaborative ‘big conversations’ that continually **evolve** our approach so as to change society;
- is **cohesively diverse** – a culture in which all schools are equal partners and appreciates and celebrates diversity;
- is **strategically developmental** empowering the individual by creating the conditions for individuals to enact their personal agency unleashing their full potential ;
- **drives excellence** by trusting colleagues as professionals and effectively balances accountability and developmental .

As a trust, we have courage to question and organise for complexity. We are passionate, restless and innovative embracing heat experiences, colliding perspectives and opportunities for elevated sensemaking.

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other’s continuing professional growth, then Pioneer Educational Trust may very well be the trust for you.



Antonia Spinks  
Chief Executive Officer  
Pioneer Educational Trust



Dear Colleague

Thank you for your interest in working at Trevelyan Middle School, which is part of Pioneer Educational Trust. This is an exciting opportunity for a forward thinking, energetic and committed practitioner who will be part of the team that continues to move the school forward.

It is our mission to create a positive atmosphere and culture in which everyone in the school community can develop and excel. We are committed to excellence and personal enrichment as much as to the fulfilment of every learner's potential which will enable them to face future challenges with confidence.

The Trust is a vibrant and exciting learning community and we have an excellent working partnership between staff, learners and parents. Together we believe it is our job to unleash the huge potential among the pupils and enable all our young people to become successful and responsible citizens, resilient, resourceful and creative thinkers who are confident and happy.

We are committed to a school that is:

- a place of excellence where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development;
- a caring place where children and adults feel they make a contribution and are valued as individuals;
- a place of values where children learn respect for themselves and others;
- engendering partnerships between children, parents, staff and governors and the community as a whole.

Trevelyan Middle School provides a warm and friendly atmosphere, offering a springboard for personal development and achievement.

Our aim is to ensure that every pupil is challenged, stimulated and encouraged to make the most of every opportunity. We achieve through our team of enthusiastic and dedicated staff who deliver a varied curriculum as well as plentiful extra-curricular opportunities.

We offer a unique blend of skills and knowledge by planning activities which address children's learning styles through high quality teaching and interaction.

***We aim to recruit staff who:***

- are excited by their role and by the prospect of working with young people;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands remaining positive and focussed;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- relish the opportunity to engage and talk to children outside of the formal classroom environment;
- are quick to praise and slow to criticise; and

- are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Trust and first impressions are very important. I hope what you read, coupled with anything else you discover about us, inspires you to apply for this post and to be part of a committed team of staff.

We will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

#### **Developing decent people:**

Results and qualifications are important, but they are not the whole story. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

#### **Achieving full potential, no excuses:**

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We will do this by instilling an acceptance that hard work, effort and application really does pay off and are rewarded. And through effort and application come self-respect, self-esteem, self-belief and success.

#### **Discipline and standards:**

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn as this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

#### **Great Schools for All:**

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

#### **Big on Attitude:**

We will frequently stand back and reflect on how we can do things differently and better. This means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

#### **Strength in Numbers:**

Each of our schools is different. Each serves its own community; each has its own history. But at the heart of all our schools is a strength brought about by working together within a multi-academy trust enabling shared resources, shared knowledge, shared experience and shared success. We never forget that as a Trust we are in the unique position of seeing through a child's education from the start, to the first words they read and write, right through to the time when they secure their first job or acceptance into higher education.

We are privileged and look forward to welcoming to the team staff who share our vision and high aspirations for our children, their families and the communities we serve.



Trevelyan is a safe, happy and inclusive school based around our key values of ENRICH – Encouraging, Nurturing, Respectful, Inspiring, Creative & Happy.

Our mission statement is: *Inspire and I will follow, make learning fun and I will enjoy, encourage and I will succeed, being respectful of others and things around me will make us happy, nurture and the future is bright.*

If you share these values and feel you can meet the needs of all of our pupils without limitation, I look forward to receiving and reading your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'L Harris', with a large, stylized flourish at the bottom.

**Mrs Louisa Harris**  
Head of School

## Job description

Job title	Head of Creative Arts & Performing Arts Faculty
Allowance	£5296.00 per annum
Line managed by	Senior Leader

### JOB PURPOSE

- Provide professional leadership and management of the department, raising standards of learner attainment, achievement and well-being through monitoring and supporting learner progress across curriculum and pastoral structures of the school in accordance with the strategic plan.
- To fulfil the school's vision: Trevelyan pupils will celebrate success today and be prepared for success in tomorrow's rapidly-changing world, by thinking critically, having a global perspective, demonstrating kindness and embracing our school's values.
- Support the ethos and aims of Pioneer Educational Trust

### KEY AREAS OF IMPACT

The following key areas of impact are to be conducted in addition to those of the subject teacher.

#### Strategic Direction:

- Lead the development and implementation of policies and practices for monitoring learner attainment, achievement and well-being which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies;
- Actively monitor and follow up progress of learners within the department;
- Monitor and evaluate systems within department to evaluate effective teaching and learning;
- Contribute to the strategic school's development plan through use of QA cycle;
- Provide line management for Art, Performing Arts and PE

#### Teaching and Learning:

- Monitor academic progress and prepare intervention strategies to tackle underachievement including managing behaviour;
- Contribute to the design and development of a curriculum provision for learners within the department to reflect personalised learning, assessment for learning and skills development, including monitoring, evaluating and reviewing as appropriate;
- Ensure that teachers are aware of the needs of inclusion of all pupils and groups;
- Lead curriculum development for the department;
- Promote and support the development of learning to learn across the department;
- Develop, monitor, evaluate and review systems in the department for recording individual progress leading to effective and appropriate intervention;
- Lead the analysis of a range of learner performance data (including value-added) in the department, using this to inform target setting and departmental development planning;
- Ensure schemes of work are developed and implemented appropriately;
- Monitor attendance and behaviour of learners in the department in accordance with school policy, taking appropriate action (in liaison with subject teacher) including contacting parents;
- Actively promote the development of effective subject links within and across the departments, between partner schools and with the wider community (locally, nationally and internationally).

#### Leading and Managing Staff:

- Create, maintain and enhance effective relationships with all stakeholders including parents
- Participate in the recruitment and selection of teaching and support staff as required and to ensure effective induction of new staff in line with School procedures;

- Develop the subject team and individuals through performance management to enhance outcomes;
- Plan, delegate, monitor and evaluate work carried out by team and individuals;
- Support the trust's workload strategy;
- Create a positive climate for learning with the highest expectations of behaviour.

#### **Quality Assurance:**

- Work with other heads of faculty to establish common standards of practice, promoting strategies for the development of effective teaching and learning, and of behaviour management;
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement in the department;
- Monitor, evaluate and review practices for setting targets within the department and support subject teachers in working towards their achievement;
- Monitor the quality of communications and information provided by teachers, including reports, letters etc.;
- Monitor the implementation of school policies and ensure nationally-determined priorities are addressed as appropriate;
- Conduct effective appraisals as directed;
- Establish common standards of practice across the departmental team and develop the effectiveness of teaching and learning styles in department;
- Monitor, evaluate and review the curriculum in line with agreed school procedures including evaluation against quality standards and performance criteria (inc. Ofsted).

#### **Resource Management:**

- Use financial and resource management innovatively and effectively

#### **Professional competence and behaviour:**

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

#### **Ethical standards and integrity:**

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

### **KNOWLEDGE AND SKILLS**

#### **Heads of Faculty should demonstrate knowledge and understanding of:**

- School improvement and effectiveness strategies including the process of school self-evaluation (inc. performance management and SEF);
- Principles and practices of effective teaching and learning;
- Principles and practices of monitoring, assessment and evaluation;
- Processes and systems for quality assurance;
- Principles and planning of effective leadership and management of change;
- Principles of curriculum planning;
- Principles of cross-curricular planning and delivery;
- Financial planning, resource planning and resource management;
- The application of ICT to learning, teaching and management in line with the school's ICT strategic plan;

- Health and safety issues as they relate to their particular department.

#### **SAFE-GUARDING**

Trevelyan Middle School and Pioneer Educational Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

#### **ADDITIONAL DUTIES**

- Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;
- Actively promote school policies;
- Sustain professional development in agreement with line manager;
- Actively engage in the staff review and development process;
- The conditions of employment for school teachers specify the general professional duties of all teachers; the professional standards for teachers at the relevant level are applicable;
- Undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

#### **ADDITIONAL NOTES**

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Degree and Qualified Teacher Status	✓	
Enhanced DBS	✓	
Ongoing CPD portfolio	✓	
Further degree or diploma		✓
<b>Experience, skills and knowledge</b>	<b>Essential</b>	<b>Desirable</b>
Evidence of success in leading a team initiative in education	✓	
Experience in effectively deploying and managing staff	✓	
Evidence of raising achievement	✓	
Excellent communication skills	✓	
Evidence of effective finance and resource management	✓	
A clear commitment to extended learning	✓	
A tangible passion and enthusiasm for education	✓	
A keen interest in developing teaching in an innovative and creative way	✓	
A proven track record of excellence in the classroom	✓	
Experience of working with other teachers and professionals to extend their understanding and effectiveness	✓	
Outstanding subject knowledge in your subject area	✓	
Secure understanding of what is required to secure effective teaching and learning	✓	
Sound understanding of the strategies which help to raise pupils' attainment	✓	
Knowledge and experience of harnessing the impact of new technologies	✓	
Ability to use ICT effectively to support your professional role	✓	
An understanding of performance and contextual data as tools for improving standards of pupil achievement	✓	
An understanding of up-to-date educational development nationally	✓	
Team leadership experience in schools		✓
Experience of leading an aspect of whole-school development		✓
Experience of teaching in more than one secondary school		✓
An understanding of emotional literacy and developments to support learning and teaching, e.g. SEAL		✓
<b>Personal qualities</b>	<b>Essential</b>	<b>Desirable</b>

Be a team player	✓	
Ability to motivate and inspire staff and pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to understand others and create trust	✓	
Ability to coach colleagues to improve their performance	✓	
Effective written and spoken communication	✓	
Ability to demonstrate personal and emotional resilience when working in a range of challenging situations	✓	
Ability to work under pressure and determination to succeed	✓	
Active participation in school developments, such as extra-curricular activities / educational visits / out-of-hours learning	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced CRB checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓	
Seeking an opportunity to gain experience to contribute in a wider leadership role		✓



preparing the way for others to follow

## Why work with Pioneer Educational Trust?

Workload and wellbeing has been placed at the centre of Pioneer Educational Trust and we offer our staff the following benefits:

- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced maternity / paternity / adoption leave schemes
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complimentary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared Reflection Weeks' and two week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Flexible approach to family commitments such as children's assemblies, sports days etc.
- Excellent ongoing CPDL
- WorkWell Committee & annual engagement survey to ensure we are always pioneering in prioritising staff engagement & satisfaction
- Work conscious marking & assessment practices
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term