

INFORMATION PACK

Head of School Acre Hall Primary School

Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: <http://bfet.co.uk/about-us/>.

The central team, comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Teaching School and Partnerships and Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge and support. In addition to the executive team, we have central operations for finance, HR, educational psychology and Digital Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future](#).

Bright Futures Development Network is another important outward facing component of our organisation. Underneath this umbrella we have 5 network hubs. 'The Alliance for Learning' (AFL) which provides school improvement services and CPD to over 700 schools (<http://allianceforlearning.co.uk/>); a North West Maths' hub providing mathematics training and coaching to 500 schools: a SCITT (School Centered Initial Teacher Training) which is the largest in the North West. After significant national reforms to the teaching school policy, Bright Futures was designated with two new large-scale Teaching School Hubs in 2021. The areas we serve are Manchester, Stockport, Salford and Trafford.

Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).

Acre Hall Primary School
Irlam Road, Flixton, Manchester, M41 6NA

Acre Hall is a larger than average primary school becoming a sponsored academy in July 2013. The school moved into a new 1.5 form entry build in January 2016. Acre Hall houses 3 small specialist classes – funded by a local authority Service Level Agreement – for pupils with a range of social, communication and learning difficulties including ASD. Those pupils all have Education Health Care plans and travel from across Trafford.

In Sept 2020, 25% of pupils were entitled to Pupil Premium Funding. The school role is predominately White British ethnicity but is becoming more diverse. There are a significant number of pupils with fragmented homes; during 2019-20, 9% of school role actively worked with social care or through school based family interventions.

The Acre Hall site comprises a two-storey building with extensive grounds. Outdoor learning is an important part of the curriculum.



A creative curriculum approach is in place throughout school with music, the arts and sport having great emphasis. The school has retained 'gold' status for school sports mark for 2 years and is working towards gaining 'platinum' status. The school holds 'music mark' status and is currently submitting evidence to gain 'artsmark' status.

Acre Hall has an established 'wellbeing' team to support families and provide therapeutic interventions to pupils. A number of staff hold 'Mental Health First Aider' status with some staff being qualified to deliver parent training courses.

There is a school run breakfast club along with a privately run After School club operating on the site providing wrap around care for pupils.

Acre Hall is a happy school where pupils thrive in the caring and supportive atmosphere. Staff work hard to create good relationships with pupils and help them feel part of the 'Acre Hall Family'.

OFSTED inspected Acre Hall on 4th & 5th December 2018 giving school a 'good' rating.

Find out more about our school on the website: <https://www.acrehall.trafford.sch.uk/>



Why work for us?

Bright Futures

A great place to work

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, diversity and inclusion statement on our website: <http://bfet.co.uk/vacancies/>.

Terms and Conditions

Salary:

L16-L20 on Bright Futures Leadership scales: £61,465 – £67,695

Pension:

Teachers Pension Scheme: <https://www.teacherspensions.co.uk/>

Other:

We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions.

Start Date:

September 2021

How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education, require us to check various details of job applicants and an identical application format for each candidate enables us to do this.

Our website contains our application form and disclosure of criminal background form. **Both** completed forms should be emailed to vacancies@bfet.uk by 5pm on 15th April 2021

We hope to conduct the selection process on site on 22nd April 2021.

Finding out more about Bright Futures and Acre Hall

Prospective candidates are invited to request a telephone call with John Stephens, Chief Executive Officer. Please email vacancies@bfet.uk to request an appointment on either Tuesday 13th April 10.30-12.30, or Thursday 15 April 10-11 am.

Acre Hall will be closed for the Easter holidays for the duration that this advert will be live. Candidates are invited to contact the Deputy Head, Annie, who has offered to show prospective candidates around the facilities on either the morning of Thursday 8th or Friday 9th April 2021. Please email AYeates@ahps.bfet.uk to make the arrangements.

Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Data Privacy

You can the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: <http://bfet.co.uk/wp-content/uploads/2018/07/BFET-Applicant-privacy-notice-002.pdf>

JOB DESCRIPTION

Head of School Acre Hall Primary Academy

The Head of School at Acre Hall-Primary Academy will provide the leadership required to ensure the best *for* everyone, the best *from* everyone. We are looking for candidates who see collaboration as a means to strive for excellence in both their professional development and outstanding provision for all pupils.

The post reports into the Executive Principal and is supported by a local governing body, a strong leadership team and leadership colleagues in our family of schools and the central trust team.

The detail of the role description is contained below. They should be considered within the context of the high standards emphasised in the domains of the 2020 Headteacher Standards:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#section-2-headteachers-standards>

Key responsibilities:

The Head of School, with the support of the Executive Principal, will:

Lead on good progress, participation and achievement for all pupils equitably via a rich and diverse curriculum.

- Ensure that the school improves at an ambitious pace, and has the capacity for sustainable continuous improvement in all aspects of the curriculum and wider offers.
- Ensure that high quality teaching and learning takes place consistently
- Ensure the continuing development of a rich and relevant curriculum and enrichment programme.
- Make effective use of accurate data analysis to inform planning and support strategies to raise attainment, secure good progress and address underperformance of groups and individual students.
- Ensure the school holds ambitious expectations for all pupils including those with additional and special educational needs and disabilities
- Forge collaborative networks within the school and other Trust schools, in a climate of mutual challenge and support.
- Establish effective relationships with other schools and organisations e.g. the Alliance for Learning, Teaching School Hubs and external partners such as the local authority and agencies to identify and maximise opportunities.
- Ensure that all attainment and progress targets are met and improvement is secured.
- Ensure high quality staff training and development successfully impacts on raising standards in Teaching and Learning.
- ensure the school works effectively in partnership with parents, carers and partner professionals, to identify the additional needs-and special educational needs and disabilities-of pupils, providing support and adaptation where appropriate.
- Secure exemplary behaviour and attendance for all students and staff.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice and maximizes learning opportunities in the specialist support classes.

Provide an environment where our people are valued

Ensure that all staff are positively engaged, enjoy equitable treatment, are held to account, supported and challenged. To nurture an environment where people's wellbeing and development are evident through compassionate behaviours, strategies and decision making.

- Ensure an effective staffing structure, where accountabilities are clear and people are listened to, held to account, supported and developed.
- Staff training and development is targeted to needs and measured to ensure that it positively impacts on teaching and learning standards.
- Implement the trust's people policies to ensure that people are recruited, managed, supported and developed appropriately and in accordance with our vision, mission, values and commitments.
- Lead on health, wellbeing, workload, safeguarding and general safety across the academy for pupils and staff, ensuring that a safe environment is experienced by all.
- Ensure an environment that embraces equality, diversity, inclusion and social justice.
- To ensure that there are open and transparent verbal and written communication strategies are implemented with staff, pupils, parents/carers and the local community.
- Maximise opportunities for staff afforded by being part of Bright Futures Educational Trust.
- Be a visible presence for pupils, parents/carers and the local community and sustain effective and positive relationships.
- Contribute to support programmes for students and staff that may include weekends and holiday periods.

Ensure financial viability

Plan for sustained financial viability enabling flexible investment in school improvement.

- Contribute to the production of annual school budgets, for approval by the Trust Board, which enable robust teaching and learning and value for money.
- Work closely with the central finance team to monitor budgets throughout the year and hold budget holders to account for their expenditure.
- Ensure all financial transactions undertaken by academy staff, are in accordance with the Trust's finance handbook and financial control environment.

Robust governance through effective systems and processes

- Demonstrate understanding of the Trust's delegation framework, act in accordance with its parameters and unite behind all decisions.
- Provide transparent and thorough materials and updates to the school local governing body in order for them to challenge and hold the school to account and/or to make decisions.
- Lead on the establishment of robust systems and processes across all areas of the academy, ensuring that the impact can always be measured.
- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Identify, manage and mitigate against risks using the Trust's risk management framework

Other general Senior Leadership responsibilities, behaviours and expectations

- Develop and maintain a culture of high expectations for self and others.
- Contribute to improvements across the whole Trust

- Lead by example in all aspects of leadership consistently promoting the Trust's vision, values and commitments
- Commitment to the development of all staff as well as challenging underperformance at all levels and ensuring effective action and follow up at an appropriate pace.
- Work to the 'Nolan Principles' of public life: Selflessness, Integrity Objectivity, Accountability, Openness, Honesty, Leadership.
- A commitment to maintaining confidentiality and acting with discretion at all times
- Support and occasionally lead the development and maintenance of Trust wide and academy policies and practices to ensure consistent application.
- A positive approach to challenges, which seeks solutions to problems and addresses difficulties with positivity and good humor.

PERSON SPECIFICATION

Category	Essential	Desirable	Means of identification
Qualifications, Education, training	Degree and/or teaching qualification Evidence of continuing professional development or further professional study	Post graduate qualification or professional qualification e.g. NPQH/NPQSL	Application form Certificates
Relevant Experience	Successful school leadership in a senior management role, demonstrated with outcomes and achievements Track record as a leader, of raising standards and achievement, demonstrated with outcomes Evidenced experience across the broad range of key responsibilities outlined in the job description Experience of working with children with significant barriers to learning (Specialist Support Classes at Acre Hall)		Application form Interview Tasks References
Knowledge & Skills	Understanding the principles of effective teaching and learning. Very good oral and written communication skills. Excellent classroom practitioner. Excellent ICT skills.		Application form Interview Tasks References



Our Values	Community: Evidence of working together for a common purpose and encouraging diversity		Interview Tasks
	Integrity: Evidence of doing the right things for the right reason		Interview Tasks
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		Interview Tasks
Safeguarding	Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people		Application From Task Interview
Pre-employment screening	<ul style="list-style-type: none"> Enhanced DBS check 2 satisfactory employment references, from the last two employers Evidence of the right to work in the UK 		On-line DBS check References deemed suitable by BFET Passport or other evidence allowed by UK Home Office