

Edward Bryant School



Headship Information Pack

In partnership with Schoolsworks Multi-Academy Trust



Academy Trust
*Building children's
futures together*

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Appendices:

Application Form - download the word document from the advert.

1. Letter from CEO Schoolsworks Academy Trust

Dear Applicant,

On behalf of the Board, I would like to thank you for your interest in the post of Head of School/ Headteacher at Edward Bryant School.

As you will see from our advert that we are seeking an enthusiastic and inspirational leader to take this popular school to the next stage in its journey in developing high quality provision. We believe that this is an exciting opportunity for someone who has proven leadership qualities, and would welcome applications from both experienced headteachers and those looking for their first headship.

The appointee to this post will become part of our whole school community which includes positive and motivated children, a talented and committed staff team, supportive parents and a school trust who all work in partnership as part of an effective team.

If you feel that you have the skills, experience and enthusiasm we are looking for, then we would very much welcome your application.

In your letter of application, please address the Person Specification enclosed within this pack and provide evidence of impact from your current/past experience. Your letter should be no more than two sides of A4 when typed. The closing date for applications is noon on Monday 16th September and interviews will be held on 24th and 25th September 2024. Please send your completed application to: recruitment@schoolsworks.org

We highly recommend you to make an informal visit to the school to find out more. To arrange a visit, please contact Lynn Wood, HR Manager on 01903278205 or recruitment@schoolsworks.org to find a mutually convenient time if you wish to do so.

We look forward to receiving your application.

Yours sincerely,



Cathy Williams
CEO Schoolsworks Academy Trust

2. Edward Bryant School

Edward Bryant is a friendly, happy and caring school with consistently high standards of achievement. Situated in the large sea-side town of Bognor Regis, the school is well respected

locally for its community focus and supportive nature. Due to the relocation of the current Headteacher, an exciting opportunity exists for an inspirational and engaging school leader who can continue to build on the existing strengths. This position would be suitable for a current Headteacher or



Main entrance

DHT looking to further their leadership skills and experience.

The school has grown over the last few years to 3FE and currently has over 600 pupils on roll. Approximately a quarter of pupils are entitled to pupil premium grant and 40% of pupils have English as an additional language.

The school's curriculum is broad and rich. It aims to meet the needs

Year 2 and 3 block



of our learners whilst maximizing the opportunities that the coastal location provides. Along with other

trust schools, our mathematics curriculum is delivered through a programme called Maths No Problem. The school achieved a Good Ofsted outcome in December 2022, with Behaviour and Attitudes graded Outstanding

Children are typically below average ability on entry and by the end of KS2 the majority of children achieve at or above national averages.



Early Years

3. The Schoolsworks Academy Trust

Edward Bryant School is part of Schoolsworks Academy Trust, a growing multi-academy trust based in Littlehampton. Currently there are eight other schools in the trust – Rustington Community Primary School, East Preston Junior School, Medmerry Primary School, River Beach Primary School, Downsbrook Primary School, Rose Green Junior School, Whytemead Primary School and Hawthorns Primary School. Membership of the trust allows us to learn from other well-performing schools by sharing good practice, by achieving economies of scale in purchasing services and by working together at the strategic level to ensure the future success of all the schools.

Schoolsworks has a strong shared services team which supports schools with school improvement, finance, HR, premises and compliance issues. As we are a small to medium sized MAT, we are able to offer our schools very personalized service and support

Schoolsworks describes itself as a values-based Trust, enshrining strong ethics around a whole-child approach to education, sustaining positive relationships, prioritising fun and creativity and cultivating curiosity and growth mind-sets. This is combined with a rigorous approach to school improvement, which stringently holds school leaders to account for their performance and progress.

For more information see the Schoolsworks website www.schoolsworks.org



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4. Ofsted—what they see in us

“ The trust has provided high-quality support for leaders and staff. Expertise is shared across the trust’s schools. Thrusters challenge leaders effectively”

March 2022

“The trust & school’s leadership team work closely together and the trust have provided effective assistance in helping the school to improve”

June 2024

“The multi-academy trust has been influential in ensuring that the school has improved”

November 2019

“Trustees are very knowledgeable. They have an accurate understanding of the school. They provide helpful advice and support to leaders”

November 2019

“ The trust provide suitable support and challenge to school leaders. Trustees have the knowledge and Skills to support the School’s continued improvement.”

October 2019

5. Our pupils have described the person they would like as their next Head of School

We would like our new Head of School to be kind and thoughtful. We would like them to be a cheerful person who makes assemblies fun! We want them to care about us and they must be fair...all the time!

We want someone who is firm but someone who forgives us if we get things wrong. It would be good if they were sporty.

We know that it is a hard job, so we would like someone who has had lots of experience and is a really good teacher. It must be someone who can make important decisions....and you must look smart!

If this sounds like you, please continue reading this pack.

Thank you



6. Advert

Vacancy - Head of School/ Headteacher Edward Bryant School Bognor Regis, West Sussex

Job: Head of School or Headteacher (depending on previous experience) ref 200186

NOR: 621, 3-Form Entry Primary School

Pay Range: Leadership 17 - 26 (£69,970p.a. to £87,253p.a.)

Please see Career and Pay Progression document in Headship Information Pack

Start date: January 2025 / Easter 2025 by negotiation

Reporting to: Director of School Improvement and CEO

Are you looking for an exciting new opportunity in 2025?

Edward Bryant are looking to appoint a headteacher or head of school (depending on experience) from January 2025. The post is suitable for experienced headteachers or those looking to take their first steps into headship.

EBS is a 3-form entry school serving a diverse community in the heart of Bognor Regis. In December 2022, the school was graded as Good, with Behaviour and Attitudes as Outstanding. The school pioneered Schoolsworks Academy Trust which now consists of nine schools in West Sussex.

Schoolsworks believes in a 'mixed economy' when it comes to school leadership and has a blend of head of school posts and headteacher roles. The head of school role would suit an ambitious deputy headteacher, looking for their first headship. Through this model we would provide the successful candidate with high quality mentoring and extensive strategic support. The post would also suit experienced headteachers, looking for their next challenge.

We can offer:

- A popular community school
- A committed and strong staff team
- Engaged and happy pupils and families
- A well-resourced and financially stable school
- A supportive growing school trust

Can you offer:

- A passion for delivering high quality education in order to continue to raise standards?
- Leadership and management skills that are compatible with the Trust's vision and values?
- A strong track record of success in your current role?
- Creativity in curriculum development?
- Excellent interpersonal and people management skills?
- A commitment to safeguarding and well-being?

A full information pack is available to download from this advert, along with our application form. Completed applications should be sent to recruitment@schoolsworks.org.

Edward Bryant School is committed to safeguarding and promoting the welfare of our children and there is an expectation of all staff and volunteers to share this commitment. This post is subject to rigorous pre-employment checks, including references, qualifications, health and enhanced DBS checks.

Edward Bryant School is part of Schoolsworks Academy Trust, an employer fully committed to supporting the career development of all its staff.

We are very happy to arrange for you to visit the school; please contact Lynn Wood, HR Manager on 01903 278205 or lynn.wood@schoolsworks.org to arrange a mutually convenient time if you wish to do so.

Relocation package may be available by negotiation.

Closing date for applications: noon, Monday 16th September 2024

Shortlisting: afternoon of Monday 16th September 2024

Interview Dates: Tuesday 24th and Wednesday 25th September 2024

7. Job Profiles

Head of School Job Profile

As this is a Head of School post, the successful candidate will receive regular and personalised support from the Trust's Director of Teaching and Learning (DSI)

Job: Head of School

NOR: 621, 3-Form Entry Primary School

Pay Range: Leadership 17 -21 (£69,970p.a. to £77,195p.a.)

Please see Career and Pay Progression document in Headship Information Pack

Reporting to: Director of School Improvement and CEO

Main purpose of the job:

- To be responsible for the day-to-day leadership, internal organisation, management and control of the school
- To promote and safeguard the welfare of the children and young persons for whom she/he is responsible
- Additionally, to carry out the duties identified in Part IX of the Teachers' Pay and Conditions Document

1. Vision

- 1.1 To help create and have a strong commitment to a clear vision for an effective school
- 1.2 To work within the school community to help translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- 1.3 To demonstrate the vision and the values in everyday work and practice
- 1.4 To motivate and work with others to create a shared culture and positive climate
- 1.5 To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence

2. Leading Teaching and Learning

- 2.1 To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- 2.2 To work with the DSI to ensure learning is at the centre of strategic planning and resource management

- 2.3 To ensure a culture of challenge and support where all pupils can achieve success and become engaged in their own learning
- 2.4 To be the lead professional on Teaching and Learning and CPD
- 2.5 To work with the DSI to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- 2.6 To monitor, evaluate and review classroom practice and promote improvement strategies
- 2.7 To challenge underperformance at all levels and ensure effective corrective action and follow-up

3. Safeguarding

- 3.1. To ensure the health, safety and well being of all of our children
- 3.2 To ensure the Trust's Children Protection Policy is fully implemented
- 3.3 To liaise with and attend meetings with other agencies
- 3.4 To ensure high standards of behaviour throughout the school
- 3.5 To ensure that school policies and practices, including risk assessments are in line with Trust and national requirements and are updated where necessary
- 3.5. To promote high levels of attendance from pupils

4. Developing Self and Working With Others

- 4.1 To treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
- 4.2 To help to build a collaborative learning culture within the school and to actively engage with other schools to build effective learning communities
- 4.3 To develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- 4.4 To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- 4.5 To acknowledge the responsibilities and celebrate the achievements of individuals and teams

- 4.6 To report to the DSI termly on the professional development of all teachers at the school and advise on any competency issues
- 4.7 To regularly review his/her own practice, set personal targets and take responsibility for own personal development through appraisal
- 4.8 To manage her/his own workload and that of others to allow appropriate life/work balance

5. Manage the Organisation

- 5.1 To develop the School Improvement Plan following consultation with the staff and discussion with the DSI regarding strategic direction
- 5.2 To implement strategies for the efficient day to day operation of the school within the policies determined by the Trust
- 5.3 To work with the DSI to ensure that the school is fully staffed
- 5.4 To work with the DSI to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- 5.5 To achieve the school's educational priorities through effective and efficient use of the school's financial and human resources, work with the DSI and the Trust's Financial Team to produce an annual budget
- 5.6 To assist in the completion of the SEF
- 5.7 To work with the DSI to manage and organise the schools environment effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations
- 5.8 To promote effective communication to various stakeholders through newsletters, website, prospectus

6. Securing Accountability

- 6.1 To develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- 6.2 To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- 6.3 To work with and be part of the School Community Council (the school's advisory body) providing information, objective advice and support to enable the SCC to meet its responsibilities.
- 6.4 With the DSI, to develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Trust Board, School Community Council, parents and carers

Headteacher Job Profile

Job: Headteacher

NOR: 621, 3-Form Entry Primary School

Pay Range: Leadership 22-26 (£79,112p.a. to £87,253p.a.)

Please see Career and Pay Progression document in Headship Information Pack

Reporting to: Director of School Improvement and CEO

Main purpose of the job:

- To be responsible for the day-to-day leadership, internal organisation, management and control of the school
- To promote and safeguard the welfare of the children and young persons for whom she/he is responsible
- Additionally, to carry out the duties identified in Part IX of the Teachers' Pay and Conditions Document
- To take responsibility for the strategic development of the school

1. Vision

- 1.1 To create and have a strong commitment to a clear vision for an effective school
- 1.2 To work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- 1.3 To demonstrate the vision and the values in everyday work and practice
- 1.4 To motivate and work with others to create a shared culture and positive climate
- 1.5 To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence

2. Leading Teaching and Learning

- 2.1 To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- 2.2 To ensure learning is at the centre of strategic planning and resource management
- 2.3 To ensure a culture of challenge and support where all pupils can achieve success and become engaged in their own learning
- 2.4 To be the lead professional on Teaching and Learning and CPD
- 2.5 To determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework

- 2.6 To monitor, evaluate and review classroom practice and promote improvement strategies
- 2.7 To challenge underperformance at all levels and ensure effective corrective action and follow-up

3. Safeguarding

- 3.1. To ensure the health, safety and well being of all of our children
- 3.2 To ensure the Trust's Children Protection Policy is fully implemented
- 3.3 To liaise with and attend meetings with other agencies
- 3.4 To ensure high standards of behaviour throughout the school
- 3.5 To ensure that school policies and practices, including risk assessments are in line with Trust and national requirements and are updated where necessary
- 3.5. To promote high levels of attendance from pupils

4. Developing Self and Working With Others

- 4.1 To treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
- 4.2 To build a collaborative learning culture within the school and to actively engage with other schools to build effective learning communities
- 4.3 To develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- 4.4 To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- 4.5 To acknowledge the responsibilities and celebrate the achievements of individuals and teams
- 4.6 To report to the DSI termly on the professional development of all teachers at the school and advise on any competency issues
- 4.7 To regularly review his/her own practice, set personal targets and take responsibility for own personal development through appraisal
- 4.8 To manage her/his own workload and that of others to allow appropriate life/work balance

5. Manage the Organisation

- 5.1 To develop the School Improvement Plan following consultation with the staff and discussion with the DSI regarding strategic direction
- 5.2 To implement strategies for the efficient day to day operation of the school within the policies determined by the Trust
- 5.3 To ensure that the school is fully staffed
- 5.4 To produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- 5.5 To achieve the school's educational priorities through effective and efficient use of the school's financial and human resources, work with the DSI and the Trust's Financial Team to produce an annual budget
- 5.6 To ensure there is always an up to date SEF
- 5.7 To manage and organise the schools environment effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations
- 5.8 To promote effective communication to various stakeholders through newsletters, website, prospectus

6. Securing Accountability

- 6.1 To develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- 6.2 To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- 6.3 To work with and be part of the School Community Council (the school's advisory body) providing information, objective advice and support to enable the SCC to meet its responsibilities.
- 6.4 To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Trust Board, School Community Council, parents and carers

8. Person Specifications

Head of School

To work in conjunction with the DSI

Criteria	Essential	Desirable
Qualifications and Experience		
Qualified teacher	√	
Honours degree or equivalent		√
Senior leadership experience as a headteacher /deputy headteacher	√	
Appropriate evidence of continuing professional development which may include	√	
Appropriate experience across primary age range	√	
Evidence of dynamic leadership, strong communication, negotiating, influencing and analytical/problem solving	√	
Shaping the Future		
Understand and discuss local, national and global trends		√
Think strategically by generating innovative ideas and building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	√	
Effectively communicate (using strong verbal and written skills) and model vision and values both within and beyond the school	√	
Inspire and lead change – create, innovate and motivate so that others can carry the vision forward	√	
Set and achieve ambitious, challenging goals and targets as part of the culture of high expectation and excellence	√	
Understand and use new technologies competently and keep abreast of new developments	√	
Understand and practice educational inclusion so that all have the opportunity to be the best they can	√	

Leading Teaching and Learning		
<i>Knowledge of and commitment to:</i>		
Raising achievement and excellence for pupils and staff	√	
Assessment for Learning	√	
Good behaviour throughout school	√	
Lead, develop and review curriculum design and management	√	
Develop Self and Working with Others		
<i>Knowledge/commitment and able to:</i>		
Promote effective CPD (continuing professional development)	√	
Promote individual and team development throughout the staff	√	
Manage change, conflict and empower individuals in school and beyond	√	
Network and develop partnerships in the community	√	
Successfully promote your own CPD	√	
Managing the Organisation		
<i>Knowledge of or commitment and ability to:</i>		
Promote school improvement by managing the staff team	√	
Plan and manage projects for implementing change	√	
Carry out strategic financial planning, budgetary analysis according to the principles of best value		√
Use new technologies to maintain an effective organisation	√	
Manage day-to-day operations of the school efficiently and effectively on a daily basis	√	
Delegate management tasks and monitor their implementation	√	

Securing accountability		
<i>Knowledge of or commitment and ability to:</i>		
Lead the team effectively and efficiently towards the academic, spiritual, moral social and cultural development of all pupils	√	
Hold other relevant staff members to account for pupil learning outcomes	√	
Safeguarding		
Demonstrate solid awareness of safe recruitment and child protection procedures	√	
Able to motivate young people	√	
Able to form and maintain appropriate relationships and personal boundaries with children	√	
Emotional resilience in working with challenging behaviours and attitudes, to use authority appropriately and maintain discipline	√	

Criteria	Essential	Desirable
Qualifications and Experience		
Qualified teacher	✓	
Honours degree or equivalent		✓
Senior leadership experience as a headteacher for at least 3 years	✓	
Appropriate evidence of continuing professional development which may include NPQH or equivalent	✓	
Appropriate experience across primary age range	✓	
Evidence of dynamic leadership, strong communication, negotiating, influencing and analytical/problem solving skills	✓	
Recent track record in improving attainment for all pupils including disadvantaged pupils.	✓	
Shaping the Future		
Understand and discuss local, national and global trends	✓	
Think strategically by generating innovative ideas and building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	✓	
Effectively communicate (using strong verbal and written skills) and model vision and values both within and beyond the school	✓	
Inspire and lead change – create, innovate and motivate so that others can carry the vision forward	✓	
Set and achieve ambitious, challenging goals and targets as part of the culture of high expectation and excellence	✓	
Understand and use new technologies competently and keep abreast of new developments	✓	
Understand and practice educational inclusion so that all have the opportunity to be the best they can	✓	

Leading Teaching and Learning		
<i>Knowledge of and commitment to:</i>		
Raising achievement and excellence for pupils and staff	√	
Experience of working with pupils for whom English is an additional language		√
Assessment for Learning	√	
Good behaviour throughout school	√	
Lead, develop and review curriculum design and management	√	
Develop Self and Working with Others		
<i>Knowledge/commitment and able to:</i>		
Promote effective CPD (continuing professional development)	√	
Promote individual and team development throughout the staff	√	
Manage change, conflict and empower individuals in school and beyond	√	
Network and develop partnerships in the community	√	
Successfully promote your own CPD	√	
Managing the Organisation		
<i>Knowledge of or commitment and ability to:</i>		
Promote school improvement by managing the staff team	√	
Plan and manage projects for implementing change	√	
Carry out strategic financial planning, budgetary analysis according to the principles of best value	√	
Use new technologies to maintain an effective organisation	√	
Manage day-to-day operations of the school efficiently and effectively on a daily basis	√	
Delegate management tasks and monitor their implementation	√	

Securing accountability		
<i>Knowledge of or commitment and ability to:</i>		
Abide by educational frameworks including governance	√	
Use a range of evidence, including performance data, external evaluations and risk analysis to improve aspects of school life, including challenging poor performance	√	
Lead the team effectively and efficiently towards the academic, spiritual, moral social and cultural development of all pupils	√	
Hold other relevant staff members to account for pupil learning outcomes	√	
Safeguarding		
Demonstrate solid awareness of safe recruitment and child protection procedures	√	
Able to motivate young people	√	
Able to form and maintain appropriate relationships and personal boundaries with children	√	
Emotional resilience in working with challenging behaviours and attitudes, to use authority appropriately and maintain discipline	√	

9. Career and Pay Progression

Rationale:

This is an additional strand in the Trust's talent management strategy, designed to retain strongly performing leaders by offering further career development and remuneration. This will also add leadership capacity to the Trust.

Progression to Headteacher Range

Criteria:

A HoS would be eligible for progressing onto the headteacher range if:

- Their two most recent appraisals have been positive with agreed targets met.
- They have not been subject to any disciplinary action.
- They have completed at least 4 years in the HoS role (but exceptions may be made to this).
- Under their leadership, the school had been graded as good or outstanding by Ofsted.
- Under their leadership, the last two annual Trust Inspections have been graded as A or B.
- They have a proven track record of all round effective leadership and management, maintaining a healthy and positive school culture.

Headteacher Pay Range:

- This will be a 5-point range leading on from the HoS range
- When transferring to this pay range, the starting point will be determined by current salary
- Movement up the range will be dependent on successful appraisals

Role Changes:

- The employee's title will change from 'head of school' to 'headteacher'
- While strategic oversight from the Trust will be maintained through line management from DSI, the headteacher will have an increased level of delegation e.g. enhanced in financial limits for spending approval without reference to DSI/exec leadership
- There will be an expectation of increased involvement in working across other Trust schools or leading in an area

Progression to Executive Headteacher Range

Rationale:

- This will enable highly successful headteachers to have a significant impact on more than one setting
- This will add to the trust's leadership and management capacity and succession planning process
- This will provide cover for the planned or unplanned absence of a school leader

Criteria:

- When and if there is an appropriate opportunity, a headteacher may be asked to take on the Executive role, becoming the overarching leader of two or more schools, working with either DHT or HOS in these settings
- This might be on a permanent or temporary basis
- Careful consideration will be given by Trust leadership to the current capacity of the headteacher and the strength of their SLTs before moving to this model
- The same eligibility criteria will apply as outlined from the progression from HoS to HT above

Role Changes:

- The employee's title will change to Executive Headteacher
- While strategic oversight from the Trust will be maintained through line management from DSI, the headteacher will have an increased level of delegation e.g. in financial limits for spending without reference to Trust executives across more than one setting

Executive Headteacher Pay Range:

- This will be an agreed 5-point range between L20 and L31
- When fixing the range, the influencing factors will include:
 - experience of headteacher
 - combined pupil numbers of both schools
 - level of challenge that the post presents
 - Movement up the range will be dependent on successful appraisals

Table showing salary ranges 2023-24 overleaf/.....

Table Showing Salary Ranges (2023-24)

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	Head of School
	Headteacher
L20 -L31	Executive HT