



**UPLANDS
ACADEMY**

AMBITIOUS FOR EXCELLENCE

HEAD OF SCHOOL

Information for applicants
January 2023

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Welcome to MARK Education Trust

After operating as a Single Academy Trust for several years, we were delighted to become a fully functioning Multi Academy Trust when Uplands Academy joined our first school, Beacon Academy, on September 1st 2022.

Our trust's motto is 'ambitious for excellence' and this applies to all aspects of its work, including governance. From September 1st 2022, Our trust moved from being a multi academy trust operating as a single academy trust, to a fully functioning multi academy trust containing our two East Sussex based secondary schools, Beacon Academy in Crowborough and Uplands Academy in Wadhurst.

Our trust's mission statement is:

MARK Education Trust provides the best possible education for our students, preparing them for life, so they can stand equally alongside their peers, locally, nationally and globally.

The guiding values of MARK Education Trust are:

M – Motivated: to create exceptional, caring and safe educational establishments
 A – Ambitious: high expectations of staff and students
 R – Resourceful: ensuring efficiency and value for money
 K – Knowledgeable: valuing learning for life

Our vision

MARK Education Trust will create:

- Schools with their own strong identity underpinned by shared values
- Schools with expertly taught broad and balanced curriculums which give students the knowledge they need to further their education and thrive in adult life
- Schools which through collaboration constantly improve so that they are recognised for their outcomes at a local, regional and national level
- Schools which are the school of choice for their community and the employer of choice for the best professionals
- Safe and happy environments which enable students and staff to thrive and succeed
- Governance, leadership and management which is robust at all levels, ensuring that the trust is fully accountable to its stakeholders
- A strategy of 'growth with care', ensuring that the trust is able to meet the needs of and invest in its own academies as well as the capacity to support further academies



Welcome from the Chief Executive Officer and Executive Headteacher – Anna Robinson

By way of an introduction, I was appointed as the Headteacher of Beacon Academy in 2015 and since then the school has been on a transformational journey. In 2019, we achieved some of our best ever A-Level and GCSE results in our sixty-year history placing our school the top performing school in East Sussex, Sussex overall and as one of the top performing schools nationally. In 2019 Beacon Academy was the number one school in East Sussex for the third year running under the headline Progress 8 measure, in first place in Sussex overall and in the top 1.8% of all schools nationwide for this measure. We are in an esteemed group of 5% of schools nationally who are now categorised as 'well above average' for three years in a row. I am pleased to say that our exceptional track record has continued with the resuming of the external exam series this summer.

As the Chief Executive Officer (CEO) and the Executive Headteacher (EHT) of both Beacon Academy and Uplands Academy, it is my proud responsibility to ensure that our trust achieves and upholds our mission statement, values and vision.

Welcome to Uplands Academy

I know that choosing a place to work in is one of the most important decisions you will make for yourself and your family so I thank you for your interest in our school and hope that the following information will assist you with knowing a little more about who we are and what we stand for at Uplands Academy.

Who we are and what we stand for

At Uplands, the relationships between our staff and our students are excellent and ones that we are proud of. Our staff have high expectations, are ambitious for our students, and they know them well. We pride ourselves on our rigorous focus on the child as a unique individual, including our most disadvantaged and those with SEND. We ensure that the lessons that our students receive are personalised and inclusive, enabling them to be actively engaged in their learning.

Uplands Academy Vision

At Uplands Academy, we want our children to be happy, successful and confident by providing the best possible education for all our students. We want to be an exceptional educational establishment for our community.

- **Our curriculum** for our students is rightly ambitious - it is as broad as it is balanced. It has a strong academic core which, where relevant includes vocational and technical ambitions with choices for students to opt into in key stages four and five. Our curriculum is expertly planned to maximise educational opportunities and prepare our students to be socially and economically successful. As a result of this, we want our students to develop keen interests, a lifelong passion for learning and an impressive, coherent, and cumulative understanding of the world. All of this meaning that they can consistently achieve highly and be prepared for future success and happiness in education, employment or training.
- **We have uncompromisingly high expectations** for the quality of education that our students receive, including the most disadvantaged and those with SEND - there is no room for complacency.
- **We support and encourage our school community** – we expect everyone to Make their MARK academically by being motivated, articulate, resilient and knowledgeable, both in their lessons and beyond, and socially both inside and out of our school environment by having excellent manners, being accepting, respectful and kind. These expectations are reflected in the excellent relationships that exist between our board of trustees, staff, students, parents, carers and the wider community.
- **We recruit, retain and develop exceptional staff and trustees** to ensure that through every aspect of their experience of Uplands, our students are inspired, engaged and challenged, enabling them to make excellent progress and attain well. This includes our most disadvantaged and those with SEND.
- **Our staff care deeply** - each day they strive to be positive role models, thus supporting the inclusive culture of our school environment. Our staff want our students to feel safe and happy and listened to academically, socially and in terms of their well-being. We have a culture that is highly aspirational and ambitious for excellence in all we do and where commonalities are identified and celebrated and that differences are respected, accepted, valued and nurtured.
- **As staff we model what we want to see from one another and our students** – we promote and expect a positive and motivated commitment to education from our students and their parents and carers.
- **Our standards are unapologetically high** – this applies to both our staff and students, thus enabling our teachers to teach and our students to learn and excel, at Uplands Academy and beyond.

We encourage you to come and see this and Uplands Academy for yourself during this exciting new phase for our school.

Anna Robinson
Executive Headteacher
MARK Education Trust (Beacon Academy and Uplands Academy)

Data Summary – August 2022

Key Stage 5 - A-Levels only	2021			2022		
	Uplands	National FFT schools	E/Susse x FFT schools	Indicate d FFT20	TP2 Dec 2020	Results Provisional
Average Grade	B-	B	B	B-	C+	C+
Average Points	38.1	39.6	39.8	37.93	33.58	34.18
Progress Score	0.34	0 [^]	+2.1 [^]	+0.23 [^]	-0.22	-0.17
Grade and points for a student's best 3 A Levels	B- 38.1	C+ 34.8	C+ 33.6	B- 35.76	B- 33.87	C+ 34.19

Key Stage 5 - Applied General	2021			2022		
	Uplands	National	E/Susse x	Indicate d FFT20	TP2 Dec 2020	Results Provisional
Average Grade	Merit	-	-	Dist-	Merit-	Merit+
Average Points	24.5	-	-	31.59	22.26	28.26
Progress Score	-0.57	-	-	0.04	-0.76	-0.26

Key Stage 4 - GCSE & Equivalents	2021*			2022		
	Uplands	National FFT schools	E/Susse x FFT schools	Indicate d FFT5	TP2 Dec 2021	Results Provisional
Attainment of the year group on entry to secondary school (KS2 APS)	104.9	-	-	In line with national		
9-7	36%	-	-	%	%	%
English & Maths 4+ Standard Pass	71%	73%	73%	83%	75%	82%
English & Maths 5+ Strong Pass	52%	51%	50%	62%	44%	60%
English 4+ Standard pass	85%	80% ⁺	80% ⁺	88%	82%	91%
Maths 4+ Standard pass	90%	78%	77%	87%	82%	84%
English 5+ Strong pass	69%	61% ⁺	61% ⁺	74%	67%	86%
Maths 5+ Strong pass	75%	58%	56%	67%	51%	62%
Entering EBacc	12%	34% [~]	33% [~]	40%	43%	40%
Ebac APS	4.1	4.40 [~]	4.29 [~]	4.68	4.3	4.55
Attainment 8	50.01	51.00	50.00	57.00	47.78	50.81
Progress 8	-0.09	-	-0.02 - +0.09 [^]	+0.66 ^o	-0.13 ^o	+0.2 ^o

*Based on Teacher Assessed Grades

- Figures unavailable

* English Language only

^o 2022 Progress 8 is based on early results service from FFT Aspire

[^] 2020 VA & P8 are a range based on early 2020 data shared by approx. 7% (KS4)/28% (KS5) of schools and 2019 data. For East Sussex the range is between FFT & NCER schools data. 2021 VA is based on 2019 data.

Job Description

Job title:	Head of School
Responsible to:	Executive Headteacher/ Chief Executive Officer (CEO)
Salary:	Leadership

General duties

Strategy, culture and school development

- Lead on implementing our trust and school vision by providing exceptional strategic and operational leadership, liaising and working with other leaders within the trust to secure our uncompromisingly high expectations for the quality of education.
- Develop the learning culture across the school to ensure students and staff are safe, happy and reach their full potential.

Curriculum and standards

- Ensure delivery of an ambitious, broad and balanced curriculum which has a strong academic core along with vocational and technical options, and wide-ranging choices in Key Stage 4 and 5.

Behaviour and attendance

- Alongside trust and school leaders, regularly review, implement and promote policies and practice that ensure a high standard of behaviour and attendance.

Staffing

- Be responsible for the leadership, internal organisation, management and control of the school.
- Monitor, challenge and swiftly resolve any underperformance at any level ensuring effective support and intervention where required for both teaching and non-teaching staff.

Community relations

- Communicate with key stakeholders; parents, the community, other heads of school, the board of trustees and the local governing committee (LGC).

Job Description continued

Strategy, culture and school development

1. Articulate and promote our trust and school's vision to key stakeholders.
2. Ensure all policies are complied with and that statutory responsibilities are met.
3. Relentlessly promote the shared expectation of outstanding teaching and learning, ensuring that staff understand these expectations and that effective support measures are in place, including opportunities for shared learning and CPD across our school and trust, while being acutely aware and responsive to the needs of our students.
4. Alongside our Executive Headteacher/CEO, ensure our school advancement plan is fit for purpose and responsive to need. Ensure any emerging or identified areas for development are tackled decisively, and that it is regularly reviewed and shared with stakeholders.
5. Ensure there is shared responsibility and collaborative leadership through empowering others, thereby creating capacity and succession planning to enable the school and trust to move forward.
6. Via our appraisal and performance management policies and procedures, monitor staff performance and conduct reviews of performance, providing support and training as appropriate.
7. Contribute proactively and positively to meetings with the Executive Headteacher/CEO and other heads of school to review the progress and strategic direction of the trust.

Teaching and learning

1. Develop our culture of facilitating our students' engagement in, and ownership of, their own learning.
2. Ensure that the behaviour for learning curriculum is in place across our school, that it is effective and is consistently applied by staff and regularly reviewed.
3. Ensure that assessment policies are understood and implemented, and that student assessment is accurate, with information on student progress and attainment being used regularly and effectively to inform curriculum planning and intervention.
4. Ensure that where there is a need for intervention, it is correctly identified, and that interventions are closely monitored to ensure impact.
5. Via our rigorous quality assurance processes, ensure our colleagues receive constructive feedback that ensures that good practise is recognised. Progress against professional and performance management objectives, ultimately resulting in a tangible impact on students learning are relatable, supported and achieved.
6. Be aware of any local and national initiatives and policies that are relevant to our school and trust.

Job Description continued

Leadership and management

1. Promote and model the values of our trust, ensuring equal opportunities at all levels, alongside celebrating the achievements of all.
2. Working alongside the Executive Headteacher/CEO, implement organisational structures that reflect the values of our trust and enable our advancement plans to be achieved so that expectations are met.
3. Hold a weekly staff briefing and regular staff meetings to ensure that staff are kept informed and up-to-date.
4. Lead on HR policy and procedures, managing the wellbeing and performance of staff.
5. Develop a culture of reflective practice and professional development to ensure standards are continuously improving, areas of development are identified, and appropriate training is introduced.
6. Actively promote middle and senior leadership development, seeking out and offering any necessary training and advancement programmes.
7. Work alongside the Executive Headteacher/CEO and Head of Human Resources (HR) regarding staffing changes and recruitment and retention.
8. Meet with the Executive Headteacher/CEO, LGC and where relevant, the board of trustees, to discuss what can be implemented to improve the overall running of the school, e.g. new policies and procedures.

Community relations

1. Create and maintain a highly effective partnership with parents/carers to support our students, academically, socially and in terms of their wellbeing, ensuring that parents and carers have timely access to appropriate information about the school, its curriculum and the wellbeing and progress of their children.
2. Ensure that parents and carers are well informed about the contribution they can and are expected to make in supporting of their children's readiness for and ongoing learning.
3. Work with parents to ensure our students have access to extended services, enrichment opportunities, homework and other educational and social experiences.
4. Ensure that the school respects and is an integral part of the local community, and takes account of, and responds to, feedback from students, parents and the wider community.
5. Support the marketing of the school and trust, working with the Head of Operations and other relevant support staff.

Job Description continued

Accountability

1. Take responsibility for all aspects of the school's performance, reporting to the Executive Headteacher/CEO and acknowledging lines of accountability to the trustees via the LGC.
2. Implement the decisions made in meetings with the Executive Headteacher/CEO, the board of trustees and LGC.
3. Define and communicate staff accountabilities, ensuring they are shared, known and understood.
4. Develop and foster a culture that allows students and staff members to work in collaboration, share knowledge, celebrate success and accept responsibility for outcomes within the school and our trust.
5. Present a coherent and accurate account of the school's performance in accordance with our trust reporting model to share with stakeholders.
6. Provide information, objective advice and support to the Executive Headteacher/CEO, board of trustees and LGC.

Safeguarding

1. Ensure that safeguarding is of paramount importance in the school and that all policies are known and understood by all adults working in and working with the school.
2. Ensure there is an embedded culture of safeguarding practice in all aspects of school life.
3. Ensure that all staff are fully inducted and partake in ongoing safeguarding training.
4. Ensure the DSLs are appropriately supported and receive training as needed.

Health and safety (supported by the Head of Estates)

1. Ensure there is an embedded a culture of health and safety practice in all aspects of school life and that the health, safety and wellbeing of staff and students is promoted throughout our school and trust as a whole.
2. Ensure the trust's Health and Safety Policy is implemented effectively.
3. Ensure comprehensive risk assessments are undertaken prior to any activities to mitigate any potential risks to staff or students.
4. Ensure the school environment, including the grounds, buildings, furniture, equipment and learning materials is maintained to a high standard.

Job Description continued

Personal and professional development

1. In consultation and collaboration with the Executive Headteacher/CEO determine your own personal development plan; this should include regular CPD opportunities to keep your knowledge and skills up-to-date and to broaden your experience of effective school leadership.

Finance (supported by the Chief Finance Officer)

1. Work with the Executive Headteacher/CEO and Chief Finance Officer on budget planning, allocation and monitoring
2. Ensure that the budget is distributed as agreed across all departments of our school.
3. Ensure that the day-to-day financial management of the school is conducted in line with the trust's policies and procedures.
4. Create and encourage opportunities to generate income for the school and trust.

Person Specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have QTS. • Have been a senior member of staff at a school for at least three years. 	<ul style="list-style-type: none"> • NPQH • School leadership in at least two secondary settings
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Utilising performance development techniques for teaching and support staff. • Analysing data and targeting interventions to address outcomes. • Planning processes including financial planning and budget management. • Implementing strategies for raising achievement in students. • Designing and managing the curriculum. • Coaching and mentoring staff. • Implementing different teaching methods in the classroom, depending on the needs of the students. 	<ul style="list-style-type: none"> • Handling complaints and concerns from parents and other key stakeholders. • Building, communicating and implementing a shared vision. • Developing an effective model for behavior and attendance management. • Working within a MAT.

Person Specification

	Essential	Desirable
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Present plans and strategies to both educationalists and non-educationalists in a clear and concise manner. • Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. • Demonstrate a sound knowledge of the responsibilities and roles that come with being a senior leader of a school. • Transform schools into personalised and professional learning communities. • Develop an ethos that encourages participation, builds stakeholder esteem, recognises successes and celebrates achievements in both the school and trust. • Demonstrate a sound knowledge of effective teaching and learning techniques. • Demonstrate a clear vision for how to ensure inclusion, diversity and access. • Challenge underperformance and boost expectations. 	<ul style="list-style-type: none"> • Demonstrate a working knowledge of how to manage the reputation of the school and engage with the school community. • Demonstrate a proven track record of successful networking to secure a range of resources and opportunities for the school and trust.

Person Specification

	Essential	Desirable
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Excellent verbal and written communication skills. • Excellent time management and organisation skills. • A flexible approach towards working practices. • High expectations of self and professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with colleagues. • High levels of drive, energy and integrity. • A commitment to equal opportunities and empowering others. • Respect and understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these. • An understanding of concepts of distributed leadership and its role in efficient management. • A flexible approach to targeting improvements. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Dedicated to promoting their professional development and achieving desired qualifications. • Able to plan and take control of situations. • Committed to contributing to the trust and its community. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. • A good team player, with the ability to also work on their own initiative. 	

Applications

Please note that applications will be considered as they are received and you are therefore advised to submit your application as early as possible, as some interviews may take place, and an appointment may be made, before the closing date is reached for this position.

If, like us, you are passionate about providing the best possible education for all students in a school with sustained improvement and a culture of high expectations and ambition, please ensure you:

1. Complete the statutory application form.
2. Provide a letter of application that is no longer than 2 sides of A4. It is recommended that your letter is structured according to the main headings of the person specification. Please include any achievement data that are applicable to the role you are applying for. If possible, this should be across 3 years; otherwise please provide your latest set of results.
3. Provide two references, one of whom must be the Headteacher from your current school or most recent significant employer.

Uplands Academy is committed to providing the best possible care and education to its students and to safeguarding and promoting the welfare of children and young people. The Academy is also committed to providing a supportive and flexible working environment to all its members of staff.

The Academy recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment. Please refer to our Recruitment, Selection and Disclosure Policy and Procedures which supports our statutory obligation to comply with Keeping Children Safe in Education 2022.

Further information can be found on our website.

Completed applications should be sent to:

Human Resources
Uplands Academy
Lower High Street
Wadhurst
East Sussex TN5 6AZ
Telephone: 01892 782135
Email: hr@uplandscs.com



How will **you**
make your **MARK?**



Manners



Acceptance



Respect



Kindness



How will **you**
make your **MARK?**



Motivated



Articulate



Resilient



Knowledgeable



MARK
Education
Trust

