

Applicant Brief  
**Head Teacher**  
**Brigshaw High School**



*Creating opportunities for East  
Leeds through exceptional  
cradle-to-career provision*



**Dear Applicant,**

Thank you for your interest in the post of Head Teacher of Brigshaw High School. It's an exciting time to join us on our journey to raise standards of education in the communities we serve.

Brigshaw High School is a thriving and over-subscribed 11-18 school with 1400 students on roll and an excellent reputation in the local community and further afield. We are fortunate to have a large and attractive campus with excellent facilities and are excited that we will soon benefit from a multi-million-pound investment having been selected to be part of the School's Rebuilding Programme.

We have a shared aim for every child, regardless of their background, to be given the ambition and the practical tools to succeed academically, giving them the basis from which any career or academic goal is achievable. To that end, we are committed to maintaining a rigorous and balanced curriculum offer and consistently high-quality teaching. We are also a "resourced school" for pupils with physical disabilities, and the school's excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come from further afield through parental preference.

As a Trust, we serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high-quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Brigshaw High school is central to our mission of providing a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, when our children leave Brigshaw, we want every child to have the option of university or a high-quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource, and we will only be able to deliver on our promise by attracting and developing the very best. Staff and children at Brigshaw High School, and all our schools, are committed to our core values of Equality, Integrity and Resilience. Our staff spend time ensuring that each child is known and cared for and we aim to create environments where our children are happy, inspired and eager to attend each day.

I hope this pack gives you a flavour of the Brigshaw High School and the BLP MAT. We are seeking to appoint a new Head Teacher who shares our values and who will work in partnership with families, staff, and students to create a high-performance culture where achievement, excellence and inclusion are embedded into everything the school does.

You are very welcome to visit the school and if you feel inspired by what you have read and what you see, I would be delighted for you to submit an application. To arrange a visit, discuss the role in more detail in confidence or make an application, please contact our recruitment partner Martin Blair at Hays Leadership on **077 3679 1138** or at [martin.blair@hays.com](mailto:martin.blair@hays.com).

**Aidan Sadgrove**

Chief Education Officer



### Who are we?

We are part of the Brigshaw Learning Partnership, a multi academy trust of seven schools working together to provide a cradle to career education for our students.

We are committed to providing the very best for the young people in our care and are passionate about serving our local community by providing a cradle to career education that allows our children to go on to live lives of choice and opportunity.



### Brigshaw High School has:



1,400 children on roll

230 members of staff

### Brigshaw High School – Current Context

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Between 80% and 90% of our children join us from one of our Trust primary schools each year. This gives us an exciting opportunity to work together to cohere a world-class cradle-to-career education and curriculum for our students.

About 25% of our students attract Pupil Premium funding. There are currently 1400 pupils on roll, including a thriving Sixth Form. Our planned admission limit is 240 per year, and we are once again oversubscribed in Year 7, enrolling 270 children as we have done for the past two years.

We aim for every child, regardless of their background, to be given the ambition and the practical tools to succeed academically, giving them the basis from which any career or academic goal is achievable. To that end, we are committed to maintaining a rigorous and balanced curriculum offer and insist on consistently high-quality teaching. We prioritise school culture and staff development because we know both are absolutely key to achieving our goal.

Post-16 outcomes are strong, with an average grade of a B at A level. These outcomes, coupled with great relationships with our students, mean our retention rate is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including many who attend Russell Group universities.

We are a “resourced school” for pupils with physical disabilities, and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.



### ***"There's something really special here"***

HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a 'culture of excellence' across the school.
- Pupils are "proud... of their school and ... appreciate the recent changes".
- Pupils' attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

### ***Comments from latest wellbeing survey***

*"I love my job and thrive off the speed and challenges of school life. I am happy that I am making progress in my role in school and improving as a leader. I am really enjoying my classes this year and the students that I teach. I have managed to keep the work/home balance healthy. The T&L in Brigshaw really supports the way that I work, especially the move towards more whole class feedback and no comment marking."*

*"I am really enjoying having a coach. It's really helping me develop my teaching by focusing on one small thing to change each time."*

As a Trust we constantly ask ourselves the following critical questions about our work:

### **Why do we exist?**

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high-quality alternative.

### **Why do we exist?**

Our shared ambition is underpinned by a commitment to our values of equality, integrity and resilience.

#### **Integrity:**

- We are professional, do the right thing and do it well,
- We do what we say we will do.
- We are open about our successes and areas for growth and take responsibility to become better every day.
- We have a shared moral purpose that enables us to deliver on our commitments.

#### **Resilience:**

- We give 100% effort.
- We don't make excuses or give up when it's hard.
- We embrace challenges as opportunities for growth.
- We know success is achieved incrementally.

#### **Equality:**

- We are one team with one goal.
- We are unapologetically ambitious for all and believe that every child can achieve, regardless of their background or socioeconomic status.
- We work with each other and for each other.
- We know that together we are greater than the sum of our parts.

### **What do we do?**

We play an anchor role in our community by establishing great schools that develop knowledge, character and cultural capital to prepare children for lives of choice and opportunity.

### **How will we succeed?**

**Aspirational culture:** love, structure and high expectations for all.

**Building great teachers and staff:** high-impact school improvement, CPD and instructional coaching.

**Cradle to career curriculum:** knowledge-rich, raises aspirations and builds cultural capital.

**Highly effective support systems:** allow school leaders to focus on improving the quality of education and culture in their schools.

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3,000 children and young people. Approximately 1,600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary students attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle-to-career journey for our children and communities. All trusts will say they face an 'exciting' future, but in the case of the BLP, it has never been clearer. Our schools are:

### **Allerton Bywater**

433 pupils  
Serving the village of Allerton Bywater

### **Swillington**

178 pupils  
Serving Swillington village

### **Methley**

427 pupils  
Serving the village of Methley



### **Brigshaw High School**

1,400 pupils

### **Kippax Ash Tree**

341 pupils  
Serving the central part of the village of Kippax

### **Kippax North**

244 pupils  
Serving the northern side of Kippax

### **Kippax Greenfield**

164 pupils  
Serving the western side of Kippax

Our schools are situated to the East of Leeds.



|                        |                                |
|------------------------|--------------------------------|
| <b>Post Title:</b>     | Head Teacher                   |
| <b>Salary:</b>         | L32 – L38 (£94,898 – £109,922) |
| <b>Accountable to:</b> | CEO                            |

### ***Main duties/responsibilities***

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To uphold our commitment to safeguarding and to promote the wellbeing of children.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.
- To promote the ethos and vision of the Academy Trust and to present it to a wide range of stakeholders and audiences.
- To ensure compliance with the Academy Trust Scheme of Delegation and ensure they take into account Trust initiatives and the ethos of the Academy Trust.

### ***Generic Responsibilities as a Headteacher***

- To be a role model for all members of the school community and promote high expectations at all times.
- To enthusiastically lead the school, setting high professional standards and ensuring the school's vision is understood and embraced by staff, students, families and the wider community.
- To work in partnership with all colleagues and stakeholders to ensure students and staff are happy, safe and confident.
- To be an inspirational teacher and leader.
- To work collaboratively with other staff across the School to ensure academic success, aimed at raising achievement for all.
- To ensure school policies are embedded and followed and, when appropriate, implement new initiatives.
- To develop leadership throughout the school, creating teams of colleagues who have distinct roles and responsibilities and hold each other to account for decision-making.
- To work constructively and positively with the CEO, Trust Heads and Executive team, Trustees and the LGB.

### ***Particular Responsibilities as a Headteacher***

- To provide vision, leadership and direction across the school.
- To hold and articulate clear values and moral purpose.
- To effectively manage teaching and learning.
- To promote excellence, equality and high expectations of all students.
- To deploy resources to achieve the school's aims.
- To evaluate school performance and identify priorities for continuous improvement.
- To carry out day-to-day management, organisation and administration.
- To secure the commitment of the wider community.
- To ensure students are safe and secure and the climate for learning is exciting, challenging, engaging and fulfilling for all students.

### ***Strategic Direction and Development***

- To work with the CEO and other Trust Head Teachers and leaders to develop work with other schools and organisations in a climate of mutual challenge.
- To champion best practices and secure excellent achievements for all students.
- To contribute to the development of the School through meetings, professional development and work with other members of staff.
- To work with the key stakeholders to ensure the School vision is clearly articulated, shared, understood and acted upon effectively by all.
- To work within the School community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- To motivate and work with others to create a shared culture and positive climate.
- To ensure that strategic planning takes account of the diversity, values and experience of the School and the community.
- To contribute to identifying, implementing and achieving the School's targets and priorities.



### ***Leading Learning***

- To ensure that learning is at the centre of strategic planning and resource management.
- To demonstrate and articulate high expectations and set challenging targets for the whole school community.
- To make effective use of performance data to ensure a consistent and continuous school-wide focus on student achievement.
- To ensure the effective quality assurance of teaching takes place, which leads to good and outstanding learning for all.
- To ensure appropriate learning opportunities are planned that stretch and challenge all students.
- To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- To monitor and intervene to ensure good learning, behaviour and attendance.
- To ensure marking and assessment are fit for purpose and are clear about how students can improve, and students act upon that guidance.
- To ensure effective strategies are devised and implemented, which close the achievement gap.
- To ensure families are kept regularly informed about the progress made by their child.

### ***Managing the organisation***

- To create an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- To ensure account is taken of national and local circumstances, policies and initiatives.
- To exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interest of students' achievements and the school's improvement.
- To manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- To recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the school.
- To implement successful appraisal processes with all staff.
- To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

### ***Professional development and Working with Others***

- To regularly review own practice, set personal targets, taking responsibility for own personal development.
- To establish effective working relationships and act as a role model through your presentation and personal and professional conduct.
- To develop and maintain effective strategies and procedures for staff induction, professional development and appraisal reviews.
- To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- To build a collaborative learning culture within the school and, where appropriate, actively engage with other schools and academies to build effective learning communities.
- To seek opportunities to invite families, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- To create and maintain an effective partnership with families to support and improve student's achievement and personal development.
- To have a working knowledge of teachers' professional duties, standards and legal liabilities.
- To manage own workload and that of others to allow an appropriate work/life balance.

### ***Securing accountability***

- To fulfil commitments arising from contractual accountabilities.
- To develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities are clearly defined, understood and agreed upon and are subject to rigorous review and evaluation.
- To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences.

### General

This post holder will need to meet and uphold the Headteachers' Standards. As a teacher, you shall carry out the professional duties of any school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document.

Teachers at Brigshaw High School make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with families in the best interests of their students.

The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS and that their performance will be assessed against them as part of the appraisal process. The Headteacher will teach some lessons at the school.

### Notes

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above, and it is anticipated that the role will evolve over time, and as such, the duties may change.

This document does not form part of the contract of employment. This post will have regular contact with children and, as such, a satisfactory enhanced disclosure from the

Disclosure and Barring Service (DBS) with a Children's Barred List Check is required as a condition of employment.

In accordance with the statutory guidance, Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates to identify incidents or issues that may have happened and which are publicly available online, which we may need to explore with shortlisted candidates.

A check will also be completed of current prohibitions, restrictions, sanctions or those who have failed induction through Teacher Services which may prevent teachers from working in this role with satisfactory clearance required as a condition of employment.

It is an offence to apply for this role if you are barred from engaging in Regulated Activity relevant to children.

This post will require a satisfactory Section 128 check.



**E/D** Essential/ desirable

**A** Assessed by Application Form

**I** Assessed at Interview

### **Qualifications and Training**

|   |                                                           | <b>E/D</b> | <b>A</b> | <b>I</b> |
|---|-----------------------------------------------------------|------------|----------|----------|
| 1 | QTS                                                       | E          | ✓        |          |
| 2 | NPQH or willingness to achieve.                           | E          | ✓        |          |
| 3 | Evidence of relevant and recent professional development. | E          | ✓        |          |

### **Experience**

|   |                                                                                                                            |   |   |   |
|---|----------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 4 | Proven experience of successful Senior Leadership at either Head or Deputy level within secondary education.               | E | ✓ | ✓ |
| 5 | Experience of successfully leading and managing change to deliver school wide improvement with evidenced impact.           | E | ✓ | ✓ |
| 6 | Outstanding practice as a teacher within secondary education.                                                              | E | ✓ | ✓ |
| 7 | Demonstrable success of delivering high quality achievement and educational outcomes.                                      | E | ✓ | ✓ |
| 8 | Successful track record in leading, developing and managing a team of middle and senior leaders.                           | E | ✓ | ✓ |
| 9 | Experience of leading and delivering improvement activities in line with accountability measures and the Ofsted framework. | E | ✓ | ✓ |

### **Knowledge and Understanding**

|    |                                                                                                                                                          |   |   |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 10 | A clear understanding of what constitutes an outstanding school and what needs to be done to achieve and maintain outstanding.                           | E | ✓ | ✓ |
| 11 | Knowledge of the National Curriculum, including latest developments, initiatives and current issues and their translation into school improvement plans. | E | ✓ | ✓ |
| 12 | Knowledge of effective assessment strategies and the ability to direct school practices.                                                                 | E | ✓ | ✓ |
| 13 | Clear understanding of successful strategies for raising achievement and the ability to engage all staff in the deployment of these strategies.          | E | ✓ | ✓ |
| 14 | Good knowledge of pedagogy, how students learn and teaching styles and the ability to support other teachers to develop their practice.                  | E | ✓ | ✓ |
| 15 | Up-to-date knowledge of KCSIE and best practice safeguarding arrangements to promote the welfare of children.                                            | E | ✓ | ✓ |
| 16 | An understanding of the statutory and legal framework across secondary education.                                                                        | E | ✓ | ✓ |
| 17 | Understanding and commitment to inclusive education.                                                                                                     | E | ✓ | ✓ |
| 18 | An understanding of the mission and values of the Trust.                                                                                                 | E | ✓ | ✓ |

## Skills and Abilities

|                                                                                                                             | E/D | A | I |
|-----------------------------------------------------------------------------------------------------------------------------|-----|---|---|
| 19 Able to lead, inspire, develop and manage high performing teams at all levels.                                           | E   |   | ✓ |
| 20 Able to think strategically, communicate a vision and engage others.                                                     | E   |   | ✓ |
| 21 An innovative and collaborative leader who can forge positive relationships.                                             | E   |   | ✓ |
| 22 Ability to form and maintain appropriate professional boundaries with children                                           | E   | ✓ | ✓ |
| 23 The ability to communicate well and persuasively with a range of audiences, staff, families, students, external agencies | E   |   | ✓ |
| 24 Highly developed organisational skills                                                                                   | E   |   | ✓ |
| 25 The ability to absorb and analyse detailed and sometimes conflicting information/data, and make sense of it.             | E   |   | ✓ |
| 26 The ability to plan and to create and evaluate effective systems                                                         | E   |   | ✓ |
| 27 Good IT skills with the confidence to exploit new technology.                                                            | E   |   | ✓ |
| 28 Ability to effectively manage behaviour.                                                                                 | E   |   | ✓ |
| 29 Ability to motivate and inspire students to achieve.                                                                     | E   |   | ✓ |

## Personal Attributes

|                                                                                                                                                                                                                      |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 30 Commitment to the totality of students' experience; how they can be enabled to develop as independent, resilient and responsible young people, and how this can be realised through the curriculum and provision. | E | ✓ | ✓ |
| 31 Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility.                                                                                                           | E |   | ✓ |
| 32 Unconditional positive regard for young people.                                                                                                                                                                   | E |   | ✓ |
| 33 A strong and supportive team player.                                                                                                                                                                              | E |   | ✓ |
| 34 Character development, mental toughness, resilience, and how this can be learnt in schools.                                                                                                                       | E |   | ✓ |
| 35 Personal presence and confidence; warmth & sensitivity.                                                                                                                                                           | E |   | ✓ |
| 36 Enthusiastic and determined.                                                                                                                                                                                      | E |   | ✓ |
| 37 Courteous and tactful. Relates well to young people and staff.                                                                                                                                                    | E |   | ✓ |
| 38 Able to work on own initiative and manage diverse work pressures.                                                                                                                                                 | E |   | ✓ |
| 39 A commitment to uphold and promote equality of opportunity.                                                                                                                                                       | E |   | ✓ |

## Making an Application

To arrange a visit, discuss the role in more detail in confidence or make an application, please contact our recruitment partner Martin Blair at Hays Leadership on **077 3679 1138** or at [martin.blair@hays.com](mailto:martin.blair@hays.com).

**Closing Date** 6<sup>th</sup> February 8:00 am

**Interviews** 21<sup>st</sup> & 22<sup>nd</sup> February