



# Castle Donington Head Teacher Recruitment pack

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Welcome from  
our Trust  
Executive Head

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Our vision for  
Castle  
Donington, and  
how you can  
help

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Job Advert &  
Further  
Information

# We're looking for you.

# Welcome

Thank you for requesting details for the post of Headteacher at the new school in Castle Donington.

We are a small trust with three schools consisting of Launde Primary School, Glenfield Primary School and the new Castle Donington School. Scholars Trust began in 2013 with Glenfield joining in 2014. The schools are highly successful with good outcomes for pupils which we will strive to maintain over the coming years. The trust is actively seeking to grow and we see our headteachers playing a vital part in developing the Trust.

Our ambition for all schools in Scholars Trust is to provide a “World Class” education for our children by equipping them with the skills and knowledge for them to make a strong contribution to the communities they live in both now and in the future. Staff have close working relationships between the academies with everyone working together to provide the best for the children. There is a rich pool of talent within our academies from teachers, support staff, parents and governance. We see it as our job to nurture this talent through partnership and collaboration to ensure we capture great ideas and make innovative improvements.

Scholars had teaching school status until August 21 but we have continued this work as a partner of the Leicestershire Teaching School Hubs. Our professional development programmes have a proven track record and are well established and are continuing to be utilised by the original teaching school alliance members. We have successfully developed school to school support for schools both within and beyond the Trust. This has ensured that Scholars continue to develop and maintain an outward looking approach so that it is always at the forefront of educational change.





Scholars has a strong and committed Trust Board who are passionate about improving the quality of education for all pupils. The Trustees provide strong clear leadership within Scholars Trust and support the governing bodies to do the same at each school.

Our central team support headteachers and governors in a range of services including school improvement, finance, HR and premises management. Services which enable the headteachers to be at the forefront of educational innovation whilst others deal with the day-to-day administration.

We see the opening of the new Castle Donington school as an exciting opportunity for someone who has a clear understanding of how to provide strong leadership for the school that will become the heart of the local community. If you are that person and have a commitment to delivering exceptional outcomes for pupils then this role has been designed with you in mind. We look forward to receiving your application outlining your experience.

For more information about the work of the Trust please see the Scholars' website at <https://www.scholarstrust.co.uk>

We hope you find the information useful and should you have any questions please feel free to speak to the executive headteacher, Inderjit Sandhu, about the role on 07710915556 or on the school number 0116 2712261.

We would ideally like to appoint for January 2022, but understand that it may be April 2022.

Closing date for applications Friday 15th October 2021. Please send completed applications to [office@scholarstrust.co.uk](mailto:office@scholarstrust.co.uk) or via the eteach application portal.

Inderjit Sandhu OBE  
Executive Head for Scholars Academy Trust

# Scholars Academy Trust

## **Our Vision**

To ensure Scholars Academy Trust is a recognised centre of educational excellence where our pupils and teachers will achieve exceptional outcomes.

## **Our Mission – What do we need to do to get there?**

Our mission is to draw on the individual strengths of each Academy school in the trust to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do. Pupils will achieve excellent academic outcomes in a safe and nurturing environment and be empowered to make decisions about their lives and their contribution to society. We will nurture our staff professionally and foster positive relationships with our parents and the wider community.

## **Our Values**

### **1. Focus: Pupils at the core of everything we do.**

Our overriding aim is to ensure that success and wellbeing of all pupils educated within the MAT so that they fulfil their potential. We believe that if pupils do not benefit, it is not worth doing.

### **2. Outcomes: Measuring our results, ensuring that pupils achieve to their full potential.**

Only the best will do for our pupils. We constantly review our results in all areas of learning, including non-academic. We support staff to grow, develop and challenge themselves to take educational risks to support the best outcomes.

### **3. Inclusion: A voice for everyone and everyone is heard.**

It is important that both adults and pupils are involved in the teaching process and opinions valued.

### **4. Diversity: Valuing strengths.**

We value the strengths and enrichment that working in a diverse community brings to enhance educational learning and understanding.





**5. Quality: Excellence through innovation, creativity and continuous improvement.**

Quality teaching and learning will be our key priority, striving for excellence in creative and mature ways. No complacency.

**6. Collaboration: Together we are stronger.**

We passionately believe schools should work in partnership to pool resources, expertise and skills to provide the best for all pupils.

**7. Challenge: Providing peer to peer support as critical friends.**

There is an expectation of staff providing professional support, challenge and development as critical friends to each other in order to gain continuous improvement and maximise outcomes for pupils.

**8. Innovation: To be at the forefront of educational innovation and excellence.**

To use our links to the Teaching School to ensure we are at the forefront of educational research, innovation and excellence. The MAT will develop and nurture high quality leadership in order to ensure innovation leads to continual improvement in learning for all pupils.





# The School



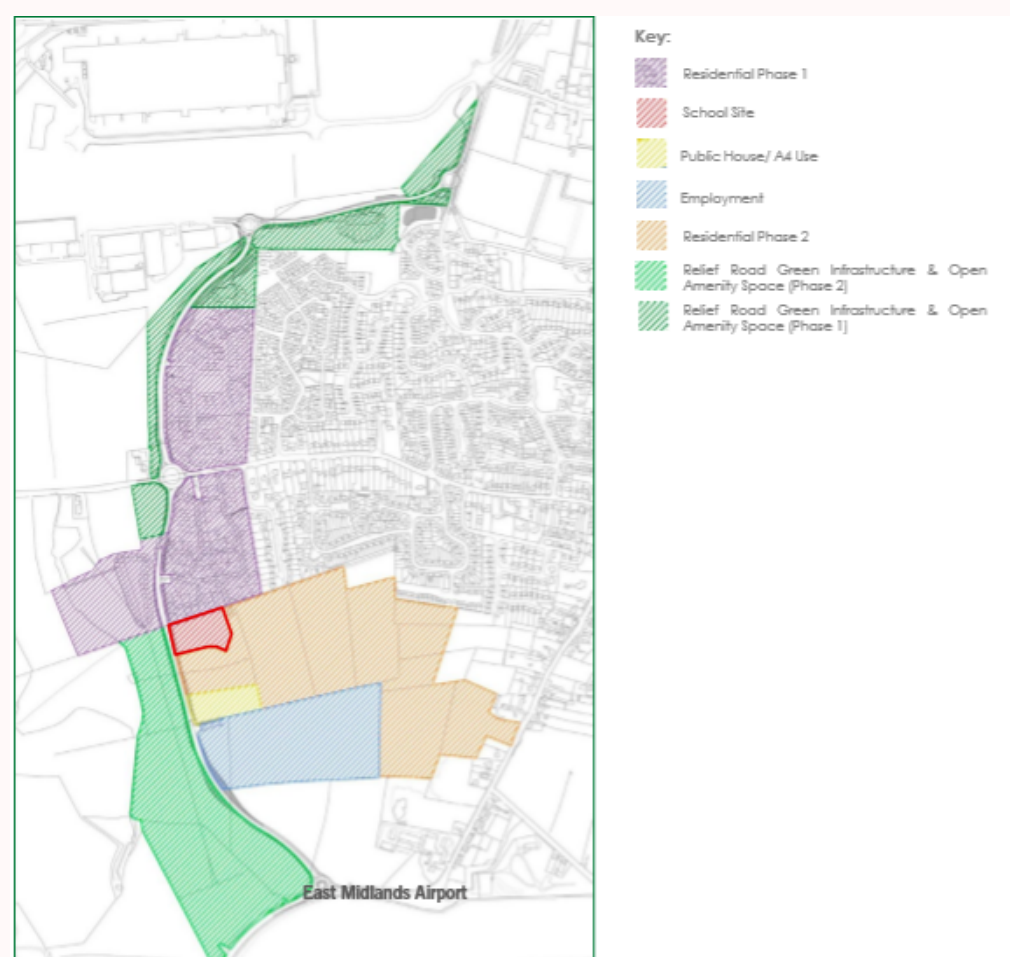
The new primary school is going to be open to children aged between 4-11. The new site is positioned on the west of Castle Donington village and the north of East Midlands airport. Our new primary school will meet the demand for places from the 895 new homes being built on the new development and adjoining areas.

Once full, Castle Donington Primary school will be home to 210 pupils. The school is being constructed directly by contractors acting on behalf of the housing developers, Redrow & Miller Homes, in partnership with North West Leicestershire County Council.

It is envisaged that in the first instance, the school will open with only Reception age group, and will then grow incrementally. The school will be expected to be flexible in how classes are organised to respond to demand for places, including children who move to the area after the normal age of starting school.

The school has been designed with the local community in mind. Elements of local landmarks have been incorporated into the architecture, most notably references to East Midlands airport and structures of the school building resembling airplane hangers.

The building design is very much geared towards this being a state-of-the-art learning environment for the children. Large classrooms alongside breakout rooms, both with plenty of light, will give a very modern feeling to the school's layout.



# Job description

## Job Purpose

**Post Title: Head Teacher**

**Location: Castle Donington**

**Salary Range: Leadership pay range L14-20 which is £58,135 - £67,364**

The head teacher will be responsible for the professional leadership, strategic direction and management for the school within the context of the Multi Academy Trust. The head teacher will be an exemplary role model to the school community enabling continuous improvement of school standards and quality. The post holder will fully embed the ethos of the Trust and the school in all aspects of their work.

## Relationships

The head teacher will report directly to the Executive Head / Chief Executive Officer and is ultimately accountable to the Executive Head /CEO and governors. Other key relationships include:

- **Pupils** – establish an environment that is welcoming and safe for pupils ensuring that a nurturing, professional working relationship is in place.
- **Parents/Carers** – ensure that parents/carers have confidence in the school and the ability of the Head Teacher, building a positive reputation of the school within the community.
- **School Staff** – lead by example to the staff team, setting high expectations of performance. Ensure that a supportive approach is adopted in order to empower staff to be the best they can be.
- **Trust Staff** – establish working relationships Trust wide, sharing best practice and encouraging communities for learning. Ensure that clear lines of communication are established with the Trust's Central Team to ensure positive working relationships.
- **Governing Body** – enable the Board members to provide appropriate advice and challenge to the school thus supporting the overarching work of the Trust. Ensure that the Governing Board role is understood correctly within the context of the Multi Academy Trust.
- **Other Stakeholders** – The school will regularly receive visitors/volunteers/LA staff/contractors to which the Head Teacher will be required to establish positive working relationships.

## Employee Responsibilities

- Be aware of and support difference and ensure equal opportunities for all
- Commitment to develop own professional skills;
- Work co-operatively as part of an immediate and wider team to aid effective working practices and a good quality education to the children and students within our Trust



## **Specific Responsibilities**

### **Safeguarding**

- Take on the role of Designated Safeguarding Lead within the school ensuring that the welfare of children remains the priority at all times.
- Ensure that all child protection cases are dealt with swiftly and effectively following the correct processes and procedures internally and externally to the Trust.
- Ensure that a safeguarding culture of vigilance is embedded in every aspect of school life.
- Ensure that all policies and processes relating to safeguarding are implemented across the whole workforce.
- Ensure that Keeping Children Safe in Education is issued to staff and workers on an annual basis and that they have read and understood their obligations.
- Implement new systems and processes in response to any updated Trust or legislative guidance/statutory information that is released.

### **Strategic Direction and school improvement**

- Work with the Trust and governing body to set out the aims and vision of the school, ensuring that these are clearly articulated, shared, understood and implemented by all.
- Maintain and further develop the school's ethos and provide educational vision and direction for the school which secures - Effective teaching, successful learning and outstanding pupil achievement and sustainable high standards in pupil's spiritual, moral, cultural, social and physical development, preparing them for life's opportunities and experiences.
- Implement the school's development plan, including school Improvement, business and finance:
- Identifies priorities and targets that supports high standards enabling pupils to make progress and maximise achievement.
- Supports continuous improvement in teachers' effectiveness and secures continuing school improvement. Is underpinned by sound financial planning and business processes and systems.
- Ensure the management, finances, organisation and administration of the school support its vision and aims.
- Ensure policies and practices take account of national, local and school data and inspection and research findings and reflect best practice.
- Be outward looking to ensure that the School remains current and innovative.
- Ensure that educational thinking and developments are done in best interests of the pupils.
- Work collaboratively with the Trust and Trust schools.
- Work within the Trust's Scheme of Delegation and governance structures to deploy the duties of the Head Teacher effectively in terms of leading, managing and developing the school's policies, priorities & practices.
- Ensure that the school plays an active role in the development of Scholars Academy Trust (SAT).



## **Education & Performance of the School**

- Ensure educational standards take account of national and school data, inspection and research findings and reflect best practice.
- Secure and sustain outstanding teaching and learning throughout the school employing a robust system of monitoring, evaluation and review supported by high quality CPD.
- Work with the school improvement team to evaluate and appraise the progress of the school.
- Challenge and support underperformances at all levels and ensure action is taken to secure improvement.
- Maintain a consistent and continuous all-inclusive focus on pupil achievement, using data and benchmarks to monitor progress in all learning.
- Create a culture and ethos of challenge and support where all pupils can develop, achieve success and become engaged in their own learning.
- Undertake a collaborative approach to the curriculum by determining, organising, implementing and monitoring. Ensure that it can be assessed effectively and that it meets statutory requirements.
- Ensure effective teaching is evidenced across the full curriculum with a comprehensive programme of monitoring in place.
- Ensure that there is a robust system of assessment of pupil achievement and that there is an effective, accurate method of reporting to parents which ensures parents are well informed about their child's attainment and progress and how they can support this at home.
- Further develop the principle of assessment for learning and effective use of children's data, in order to set challenging yet realistic targets for all children.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.
- Implement and maintain strategies that secure outstanding standards of punctuality and attendance.
- Create and maintain an environment and implement a Behaviour Policy that reflects the Trust's ethos and promotes development and learning and secures safety and discipline.
- Develop and maintain effective links with the wider educational and local community, including business and industry, to extend the curriculum and enhance teaching and learning and encourage parental involvement in children's education.
- Ensure that there is appropriate pastoral support available to pupils when required.

## **Leadership & Management of Staff**

- Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
- Maximise the contribution of all staff and develop a performance culture which supports the best possible outcomes for all pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner that is consistent with terms and conditions of employment.
- Implement and maintain effective systems for performance management in line with the Trust's policy, lead continual professional development (CPD) of all staff.
- Motivate and enable all staff to carry out their respective roles effectively, ensuring that professional duties, as outlined in the Terms & Conditions of Service of Teachers and Teachers' Standards are followed and implemented within the school.
- Identify and nurture talent to enable effective leadership development and succession planning.
- Work with the Governing Body and Executive Leadership Team to recruit staff of the highest quality, complying at all times with best and safer recruitment practice.
- Deploy all staff effectively in order to ensure the highest quality of education provided.
- Establish effective communication with staff within school so that expectations of the day to day running of the school is clear.
- Ensure that clear lines of accountability are in place with staffing to ensure that standards/processes/policies are upheld at all times.
- Ensure that HR policies and procedures are adhered to and shared with staff so they are fully informed of employment related approaches within the Trust.

## **Resource Management**

- Lead by example, demonstrate and ensure the continuous commitment by all staff to help keep the children and young people in the care of the school safe.
- Ensure that the Trust's Health & Safety Policy is promoted and embedded within the daily procedures and running of the school.
- Ensure that all staff are aware and understand their duties in relation to the Health & Safety Policy.
- Ensure that the learning environment meets the needs of the curriculum and health and safety regulations at all times.
- Implement a planned schedule of maintenance, working closely with the Trust's Chief Operations Officer.
- Ensure that the Trust's Finance Policy is implemented effectively to ensure the Trust's compliance with the Academies Handbook.
- Set appropriate priorities for expenditure, allocating funds and ensuring effective administration and control in line with the school's policies and Standing Financial Instructions.
- Work closely with the Trust's Finance Team to manage the school's financial resources effectively and efficiently to achieve the school's educational goals and priorities.
- Ensure that there are robust procedures in place at the school to ensure control over expenditure on a daily basis.
- Support the Trust in meeting its financial targets, meeting deadlines as and when required.



## **Head Teachers Standards**

The Trust will manage and expect Head Teachers to adhere to the Head Teachers Standards, the link to the full document here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396247/National\\_Standards\\_of\\_Excellence\\_for\\_Headteachers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf)

### **Domain One**

Excellent headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a worldclass education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Domain Two**

Excellent headteachers: pupils and staff

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **Domain Three**

Excellent headteachers: systems and process

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **Domain Four**

Excellent headteachers: the self-improving school system

Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



## Terms of Employment

All offers of employment are subject to the trust receiving proof of identity, two satisfactory references, a pre-employment medical check, an enhanced DBS disclosure, a signed Code of Conduct, evidence of your relevant qualifications.

## Health and Safety

The post holder must at all times carry out his/her responsibilities with due regard to the Trust's policy, organisation and arrangements for Health and Safety at Work.

## Safer Recruitment Statement:

Scholars Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake an enhanced Disclosure via the Disclosure Barring Service (DBS).

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Policies section of our website.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirement which are commensurate with the job title and grade.

# Person Specification

Assessed from: 1. Written application    2. Interview / Tests    3. Documentary evidence

Qualifications & Training	Essential	Desirable	Assessed from
Qualified Teacher Status	<div></div>		1,3
National Professional Qualification of Headship (NPQH)		<div></div>	1,3
Further qualification in a related area e.g. MEd, MA, MBA		<div></div>	1,3
Experience			
Proven successful experience in a leadership role e.g. as a Headteacher, Interim Headteacher or Deputy/Assistant Headteacher.	<div></div>		1,3
Evidence of managing or making a substantial contribution to the effective management of change.	<div></div>		1,2,3
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.	<div></div>		1,2,3
Evidence of effective teaching, assessment and target setting.	<div></div>		1,2
Evidence of successful improvement planning across all sectors of the school.	<div></div>		1,2
Evidence of working with parents and the community as partners in learning.	<div></div>		1,2
Evidence of working with pupils across the primary range.	<div></div>		1,2
Experience of working in collaboration with other schools to realise improvement and raise standards.	<div></div>		1,2
Experience of working effectively with Governors.		<div></div>	1,2
Experience of leading an academy within a multi-academy trust		<div></div>	1,2
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	<div></div>		1,2,3
Communicate, negotiate and secure cooperation of a wide range of people.	<div></div>		1,2



**Knowledge and Understanding of:**

Essential

Desirable

Assessed from

Developing systems for school self-evaluation, effective monitoring and inspection.



1,2

Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils.



1,2

Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.



1,2

Performance management and managing effective professional development.



1,2

Managing the Performance Related Pay process



1,2

National and local priorities.



1,2

Effective use of ICT to support teaching and learning.



1,2

How to promote inclusion and implement equal opportunities for all.



1,2

Management of pupils' behaviour and attitudes to learning and the ability to put this into practice.



1,2

Successful partnership with the Governing Body.



1,2

Ability to work in partnership with other schools in order to meet pupils' needs.



1,2

Engaging parents/carers in their children's learning and the work of the school.



1,2

The school's role within the community



1,2

Strategic curriculum development.



2

Effective management of HR policies and procedures



1,2

Effective financial management.



1,2

	Essential	Desirable	Assessed from
<b>Leadership Skills</b>			
Evidence that show candidates can:			
Demonstrate experience of successful teaching as a Headteacher, Interim Headteacher or Deputy Headteacher.	●		1,2,3
Work in partnership to create and secure commitment to a convincing vision for the school	●		1,2,3
Experience of building upon current good practice by supporting and developing effective teamwork across the whole school community.	●		1,2,3
Initiate and manage change and improvement in pursuit of higher standards and strategic objectives.	●		1,2,3
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others.	●		1,2
Delegate tasks and responsibilities as appropriate. Empower others to carry vision forward.		●	1,2
Development of professional practice among school staff with evidence of objective assessment of staff performance.	●		1,2
Provide an inspiring role model for pupils and staff, creating an environment where all can thrive.	●		1,2
Manage and motivate staff to achieve the highest standards in all aspects of school life within the resources available.	●		1,2
Embrace the nurturing aims and inclusive ethos of the school.	●		1,2
Sustain and develop good relationships and maintain a happy, supportive working environment.	●		1,2
Lead or support the safeguarding of pupils ensuring their welfare is prioritised.	●		1,2



	Essential	Desirable	Assessed from
Willingness to play a senior role in the multi-academy trust, contributing to school improvement at other schools within the Trust as well as at own school.		●	1,2,3
Demonstrate a willingness and ability to engage in wider system development.	●		2
Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school.	●		1,2
Create a climate of open communication where people feel able to express opinion and know their views will be respected.	●		1,2,3
<b>Personal Effectiveness</b>			
Evidence that shows candidates can:			
Prioritise and manage time appropriately, able to work under pressure and to deadlines.	●		1,2,3
Sustain and develop good relationships, maintaining a happy and supportive working environment.	●		1,2,3
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances.	●		1,2,3
Be self-motivating and achieve challenging professional goals.	●		1,2,3
Take full responsibility for own professional development.	●		1,2,3
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	●		1,2
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	●		1,2
Demonstrate courage, energy and perseverance.	●		1,2
Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education.	●		1,2