



Appointment of Head of School

Westdale Junior School

August 2022 | Reference: SBEUA

Saxton Bampfylde

Welcome from the CEO

Dear applicant,

Thank you for your interest in working at the heart Nova Education Trust. I hope that you will find this pack useful and informative in helping you to complete your application.

Since taking up the role of CEO I have become even more mindful of the role that a trust plays in ensuring that as an organisation we foster and nurture a great working environment across our family of schools and our central team. All strategic trust leaders are committed to building an organisation that works with each and every member of staff as a key stakeholder working in an organisation that puts learners first.

This commitment and strong belief underpin our desire to become the local Trust of choice: a community in which staff feel valued, nurtured and supported to be the very best versions of themselves. We know that employees deeply care about issues such as cultural inclusivity, sustainability and a healthy work-life balance and so do we. All sectors have learnt and adapted their thinking to be more flexible and creative following the recent experiences of the pandemic. This flexibility in many situations has been positive and productive for the trust, our staff and our external stakeholders and going forward we are committed to using technology to establish and embed a more flexible and balanced approach to support positive life changes for teaching, support and operational staff.

We know those who choose to work in education care about building vibrant, child-centred learning communities which are committed to excellence, where pupils and staff know they are valued as individuals and are empowered to succeed. Our work in supporting, shaping and educating young people is important and meaningful and that work builds supportive relationships and a sense of community. The 'why' of why we get up and come to work in the morning is quite clearly our pupils. Every single trust employee is part of creating the right environment for our young people to flourish. It is high quality, committed staff that make the difference in our sector, no matter what the job role.

We have a strong focus on providing all staff, teaching and non-teaching, with high quality CPD opportunities. We have fantastic practice both operationally and educationally happening within our schools, and we work hard to share that best practice and adapt it to work in our individual communities. We are not a trust that imposes a 'done to' model into each of our schools. Instead, we are about sharing those key ingredients of brilliant practice so that leaders can personalise that practice to enrich their own environments and communities.

We are looking for an exceptional individual, an aspirational and intelligent Headteacher who has the imagination, passion and experience to support and challenge us to even greater things in the service of our young people.

Ashfaq Rahman
Chief Executive Officer



Why Nova Education Trust?

Our Family

Our mission is simple and unwavering: we create transformational schools.

Since 2011, Nova Education Trust has successfully supported schools of all phases to secure improved educational standards.

But, over the last 18 months our organisation has undergone a significant transformation and is unrecognisable culturally, educationally, financially and in governance terms from the organisation it was pre-2021.

Educationally, we go from strength to strength. 87% of our academies are now judged by Ofsted as Good or Outstanding, compared to 47% that weren't when they joined us.

Key Stage 1 and 2 results continue to rise year on year. For combined KS2 RWM we secured above the national average overall for our schools at 60%.

Secondary academies have seen continued year on year improvement in GCSE and Key Stage 5 result narrowing the gap between Trust-wide improvement and national standards. At Key Stage 4, 72% of grades were Grade 4 or above, and 53% were a Grade 5 or above.

Our trust support and governance is strong, and has been externally recognised as amongst the best in the sector, and our organisation is financially stable. Back office functions have been completely reformed and centralised, there are robust systems and controls, and financially we post a year on year operating surplus, having reversed a historical deficit position.

Our family is currently made up of 15 academies (five primaries, nine secondaries and one sixth form college). In 2019, we entered into a long-term support partnership with Madani Schools Federation in Leicester to work with their two schools.

We also run a successful School Centred Initial Teacher Training (SCITT) programme making us a key player in the region by developing new teachers and providing training and development programmes for existing teachers and support/operational staff throughout their careers.

All our schools and operating units share the same mission, values, principles and ambitions and as one family we fundamentally believe that through collective action (collective efficacy) we are stronger together.

We understand and we believe that schools belong to their communities, the mission is the same but the vision may look different in our range of contexts and settings.

Through aligning around research-informed strategies, we all benefit from the best collective practice. Our shared collective efficacy at all levels and through aligning our practices we believe can positively influence the life chances and outcomes of all our learners.

Through clarity of alignment, we are liberated to innovate. The more we can align, the more we can support one another; we are only as strong as our weakest. Further alignment will always be about purpose not power – allowing us the economy and benefit of scale to meet our mission.

We are psychologically committed to our mission, values, ambitions, and principles, and we are determined to achieve our mission of creating transformational schools.

What do we offer?

We offer an exciting, dynamic and collegiate workplace environment. It is our staff that make a difference to children's lives and so staff development and professional learning for both teaching and non-teaching roles are centre of our strategic planning to make this a certainty.

As part of our Trust, staff can engage with professional learning at an individual, school, Trust, regional and national level, as learners and as facilitators and designers of excellent staff training. We see all of our staff as career-long learners and our commitment to professional development includes supporting staff to engage with a range of formal qualifications (such as the NPQs and post-graduate study) as well as bespoke provision to meet emerging needs and aspirations. We have close relationships with a number of excellent external partners as part of this extensive offer, including the University of Nottingham, the Confederation of School Trusts (CST), Ambition Institute and the National Association for School-Based Teacher Trainers (NASBTT).

The Nottinghamshire Torch SCITT is our innovation award winning Initial Teacher Training provider and we have a team dedicated to provision for Early Career Teachers. Our open, inclusive and collaborative Trust culture offers the opportunity for wider professional networking and opportunities to lead and learn from colleagues working in a diverse range of settings.

We also have a range of international partnerships through COBIS (working with a group of European international schools) and Jyväskylä University's teacher training provision in Finland.

In September 2022, we are also launching our brand new staff benefit package 'Nova Perks'. This exciting new scheme provides staff with access to a number of exciting perks including; a cash back health plan, instant discounts, car, technology and cycle schemes and many more!



Our Values

We work with **honesty, integrity, humility, and professionalism.**

We **trust** and are **loyal** to each other; we demonstrate a selfless commitment in all that we do.

We **innovate** and **influence**; we create opportunities for sharing and learning and we pioneer civic collaborations.

We all learn **together** in our vibrant, creative, diverse and inclusive family of schools.

We are highly **ambitious**; staff and learners believe through **kindness** and **hard work**, all can succeed and grow.

Our Principles

- **Excellence:** we will always aspire for excellence in all that we do by showing courage, heart, determination, hard work, and discipline. We want excellence to become a habit.
- **Partnership:** by listening to our whole communities, opening conversations, and providing opportunities for everyone's voice to be heard.
- **Expertly Trained and Professional Staff:** By investing in the professional development of all our staff so that they become experts in their professions.
- **Trust and Empower All Staff:** By demanding that we act with honesty, integrity, clarity, rigour, and simplicity in all that we do.
- **Focus on Learning:** An exceptional curriculum and highly effective pedagogy at the heart of all that we do; ensuring our strategy is evidence informed.

Our motto is: **'Work hard, be kind.'**

Our Ambitions

We are extremely ambitious for our staff and our learners. We will know that our schools are truly Transformational when the impact of their culture is such that their outcomes (not just academic) put them in the top schools nationally.

Our five ambitions for our children and young people in our schools are that they will become:

- Highly aspirational and grow into confident and resilient young people.
- Great citizens who are values driven and understand their wider civic responsibilities to build a just world.
- Knowledgeable, expert and have a lifelong love of learning.
- Highly effective communicators; empowered to succeed.
- Future ready.

All our schools provide the opportunities for our learners to secure the five ambitions both through the planned formal curriculum and extra-curricular (our personal development programme). The all-around development and education of our children and young people is incredibly important to us, and we work closely with families through highly developed Parental Partnerships to intrinsically motivate our learners to become the best version of themselves.

Our staff are the people that ‘unlock’ our children’s potential and make a difference to the lives of children and young people every single day. We will highly invest in them through bespoke training and coaching. We will have a clear people and talent management strategy, and our overall aim is for all staff to feel that they truly belong to a transformational school and trust.



A Culture of Partnership

Nova Education Trust is dedicated to supporting its school leaders and strives to ensure that Headteachers feel empowered as leaders across the trust, not just in their own school community. It is critical to Nova's mission that all staff understand and share the trust's vision for transformational education, working together in partnership towards the same objective for the benefit of children and young people.

Finance, payroll, HR, estates and health and safety, data and IT, and support with governance and marketing and public relations all sit within the central Nova team. Primary Headteachers are further supported by the entire Strategic Leadership Team, a Primary Senior Education Lead, a Senior Lead for Quality of Education, a Senior Education Lead, and a Senior Safeguarding Lead working in a collaborative partnership. Nova seeks to both empower its Heads of School to make decisions that best serve the needs of their communities whilst also establishing a partnership culture across the Trust, in which best practice and ways of working flow freely and there is real buy-in to the central mission.

Nova is also dedicated to ensuring that opportunities for progression and development are an entitlement for all staff within the Trust. The central team is working to reinvigorate appraisals to incorporate a significant coaching and development component, empowering staff to look forward at where they're going, rather than where they've been. They are also working on a significant upgrade to the perk scheme, examining the possibility of defined dynamic working within schools, and evaluating creative ways to invest and support their people to grow.

Click the video below to see what Nova's schools have been up to this year:

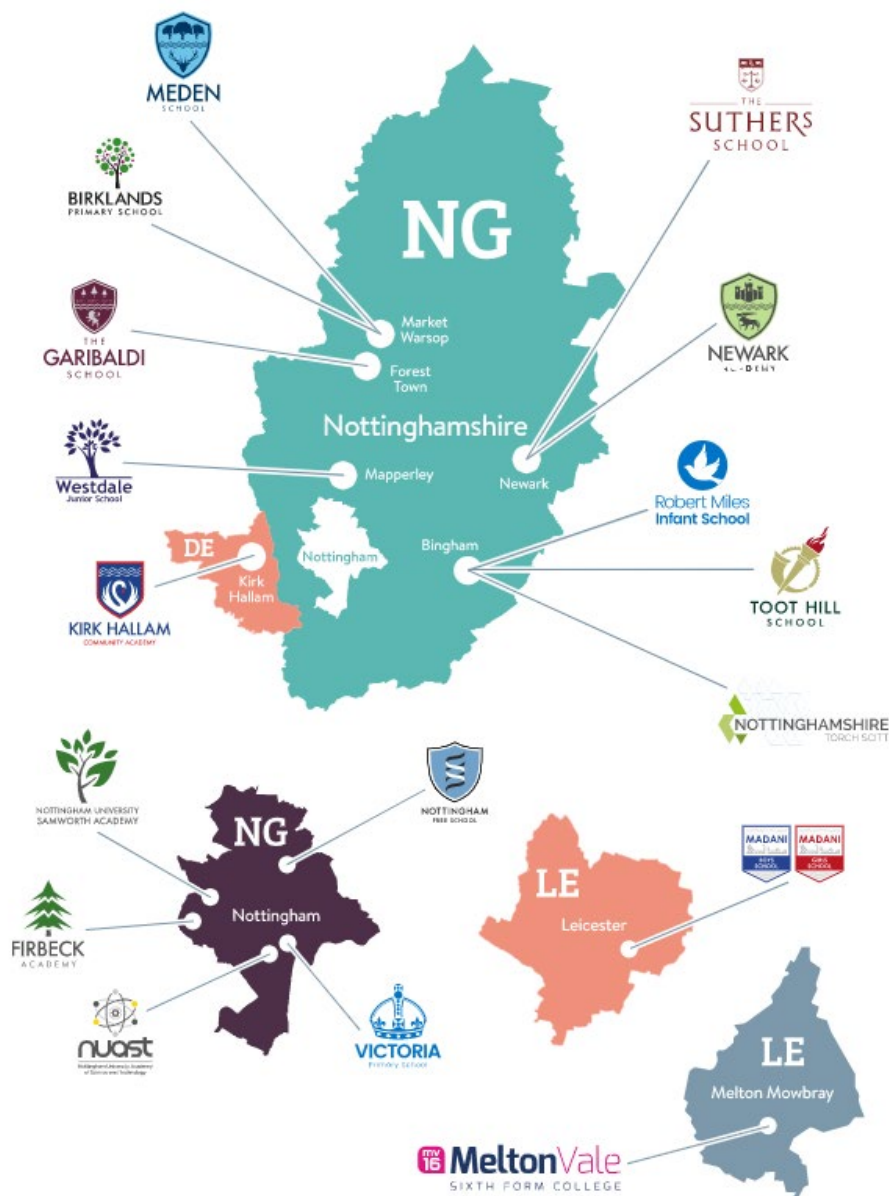


Thinking of relocating to the East Midlands?

With schools located in Derbyshire, Nottingham, Nottinghamshire and Leicestershire our communicates are diverse, with large cities, town centres and tranquil villages that offer a wide range of shops, restaurants, cultures, festivals and a rich and varied history.

From the stunning vistas of the Peak District to the hectic nightlife of Nottingham and Leicester there is no shortage of opportunities to suit whatever your lifestyle or pace of life.

If you intend to move from the South of England up to the East Midlands then you will get more home for your money and still be in commuting distance of London. The East Midlands is also the second least densely populated region of England giving you and family the open space that you are looking for. The average house price in the East Midlands (May2022) was £244,060 which compared favourably to £526,183 in London, £323,418 in the South West and £388,531 in the South East.



About Westdale Junior School

Westdale Junior School is a vibrant and friendly school where children love to learn. Located in Mapperley, Nottingham, Westdale provides a warm and inclusive learning environment for pupils in Years 3 – 6 and has been part of Nova Education Trust since 2017. Westdale strives to be a caring school where all children are happy, well-motivated, and challenged to achieve high standards through a fun and enriched curriculum. It is a school community where all members have equal access to learning opportunity and enjoy growing and learning together.

School Vision

Westdale Junior School works in partnership with all members of its community to be a safe, happy, and inclusive environment. It aims:

- To provide a calm, stable, caring community where all children are encouraged to develop a lifelong interest in learning and know that both they and their work are valued
- To encourage mutual respect and understanding between individuals and groups, and co-operative attitudes, which help to develop children's self-esteem
- To promote relationships between pupils, teachers, parents and governors which are of a high quality.
- To provide equal opportunities for all pupils in all areas of the curriculum in order that they may develop their full academic, creative and physical potential
- To provide a curriculum that is challenging, creative, differentiated, broad, balanced and individualised
- To ensure that all pupils learn, to the best of their ability, the skills, knowledge and attitudes that will enable them to grow into responsible, well-motivated and tolerant members of society, able to cope successfully and happily with the situations that they will meet in order to take full advantage of the opportunities that the future has to offer for them



Curriculum and Academics

Westdale Junior School provides a broad and balanced curriculum for all pupils which is further enriched through having class and year-group educational visits, visitors with a particular expertise and interest, and special days and weeks throughout the year with a particular curriculum focus, such as Arts Week.

Curriculum planning at Westdale takes place at several different levels, with individual teacher-led lesson planning supported by high-level planning across school leadership. Long term planning outlines major areas of each subject that will be covered by each year group in the three terms of the school year, allowing the Executive Head, Head of School, leadership team, and teachers to ensure that children receive a broad and balanced curriculum that exceeds the statutory requirement across KS2. Medium term planning at Westdale further indicates individual learning objectives together with major activities and key resources that will be required, helping to highlight links between subjects and allowing curriculum leaders to monitor coverage of the curriculum within each individual subject.

Pupils at Westdale Junior School perform well, with results at and above the national and local authority average. 72% of Westdale pupils are currently meeting expected standards in reading, writing, and maths, compared with the local authority and national average of 65%, and the school and Nova Education Trust feel there is real potential for these results to be even higher. Westdale was inspected by Ofsted in November 2021 and received a Good rating.



The Role

The next Head of Westdale Junior School will be responsible for the day-to-day running of the school, working in close partnership with the Trust central team to maintain and build upon its solid academic and pastoral foundation.

Strategic Development

It is essential that the Head of School will help secure a clear, coherent and ambitious strategic vision for the school. They will ensure that the vision for the school is communicated effectively and applied with rigour and drive. The strategic development of the school will be focused on ensuring the highest levels of achievement for the students we serve

Growing Pupil Numbers

A critical element of the role will be to continue to increase pupil admission numbers. It is expected that this will be achieved through enhancing the school's academic reputation and by direct, positive and proactive engagement with other stakeholders and educational partners.

Data and Achievement

The ability to manage and develop the harvesting of accurate data is an essential element of the role. It is also expected that this data will be expertly used to direct and influence a range of decisions, all designed to ensure the highest levels of student achievement.

Finance and Governance

The role demands sound financial management of the school. It is expected that financial decisions will be prioritised to ensure the well-being and achievement of all students. It is also expected that the school finances will be managed in a way that ensures due diligence and avoids deficit. The good governance of the school includes excellent working relationships with the governing body and other stakeholders.

Teaching and Learning

A key priority is the development of outstanding teaching and learning. The role demands that a rigorous and fair system of observations, continuing professional development and performance management are applied to ensure the highest professional standards in the classroom.

Staffing

Critical to the role is the ability to manage and improve staffing within the school. It is expected that staff are suitably motivated, challenged and rewarded with the primary aim of ensuring outstanding professional practice. It is also required that staffing levels will be maintained in a manner appropriate to the needs of the school and the students who attend it.

Buildings and Estate

It is expected that the buildings and estate will be managed in a cost effective and considered manner in line with ensuring the best possible educational environment and experience for our students.

Regulatory Compliance

The role demands that all decisions made by the incumbent will ensure regulatory compliance. In the event that non-compliance is discovered in any aspect of the work of the school it is requisite that the matter be addressed immediately to the satisfaction of the Trust.

Community Engagement

The role demands the very best working relationships with the local community, parents and other stakeholders. It is essential that strong links are developed to ensure the continued reputation of the school and the Trust.



Person Specification

The successful candidate will be committed to kindness and excellence as we are. They will be a dynamic leader capable of winning trust, and will bring:

Education and Qualifications

- Honours Degree
- Qualified Teacher Status – Degree or Equivalent
- Evidence of applying continued professional development

Knowledge & Experience

- Substantial experience as a significant member of a Senior Leadership Team in a Primary setting
- Taught in at least two schools
- Curriculum leadership in one or more of the core subjects
- Experience of raising standards in teaching and learning with improved outcomes
- Ability to construct strategic plans
- Evidence of having translated a whole school vision into reality
- Experience of applying performance management procedures at a senior level
- Proven track record in self-evaluation;
- Experience of networking with a range of stakeholders including Ofsted, DFE

Skills and Abilities

- Knowledge of current issues in teaching, including National Curriculum and Early Years developments
- Exemplary teaching, including effective communication skills, ability to motivate students and staff, capacity to create a good learning environment, commitment to communicative methodology
- A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils
- Ability to provide inspirational leadership and empower staff
- Knowledge and understanding of the value added agenda, including levels of progress
- Ability to initiate innovative curriculum design to meet the needs of all pupils
- Ability to prioritise, plan and organise
- Knowledge and understanding of the roles and responsibilities of the governing body;
- Understanding of safeguarding and promotion of children's welfare issues
- Knowledge/involvement in other cross curricular initiatives/projects or whole school developments
- Awareness of factors affecting language and learning across the curriculum

Personal Qualities

- Ability to articulate a passion for delivering high quality education to all stakeholders
- Well-developed analytical skills
- Ability to reflect on your personal performance and adapt accordingly;
- Effective communication in all forms
- Team builder

- Self-starter/initiator
- Well-developed inter-personal skills
- Innovation

Other desirable skills and experience include:

- NPQH and/or Masters Level Qualification
- Experience of teaching in at least two of the Key Stages in Primary Schools
- Experience of recruiting and developing an effective team
- Commitment to educational study beyond 1st degree
- Effective financial and resource management
- Understanding of equal opportunities issues and their application to work
- Understanding of particular needs of pupils with SEN and the requirements of Education Health Care Plans



Terms of Appointment

This role will be based at Westdale Junior School, Westdale Lane, Mapperley, Nottingham, NG3 6ET but may require travel to our other schools and central offices based at the University of Nottingham Innovation Park.

Salary is competitive and will be commensurate with the experience of the appointed candidate.

Nova Education Trust is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service Certificate will be required alongside all other statutory recruitment checks.

How to Apply

Saxton Bampfylde Ltd is acting as an employment agency advisor to Nova Education Trust on this appointment.

Candidates should apply for this role through our website at www.saxbam.com/appointments using code **SBEUA**.

Click on the 'apply' button and follow the instructions to upload Nova's application form, and complete the online equal opportunities monitoring* form.

The closing date for applications is noon on **Tuesday, 13 September 2022**.

* The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application. Please complete as part of the application process.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.

A photograph of two young boys in school uniforms, one with light brown hair and one with dark curly hair, both holding small clear glass containers to their eyes and looking through them. They are outdoors with green foliage in the background. The boy on the left is wearing a dark blue sweater with 'Juni' visible on the sleeve. The boy on the right is wearing a dark blue sweater with a white tree logo and 'str' visible on the chest.

Saxton Bampfylde

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