

Commented [A1]: [Mention was removed] can we change this picture. It is because it shows not all children are listening or engaged. I would pick that out instantly. I know it is small but good heads would spot that. Thanks

Headteacher

All Saints' Marsh C of E Academy

APPLICATION PACK

learning academy partnership

CONTENTS


INTRODUCTION


WHO WE ARE


VISION & VALUES


OUR SCHOOL TRUST


OUR ACADEMIES


PERSON SPECIFICATION


JOB DESCRIPTION


HOW TO APPLY

INTRODUCTION TO ALL SAINTS' MARSH



Thank you for being curious about the role of Headteacher at All Saints Marsh C of E Academy. It is a school which is part of our Newton and Teign Hub along with Dunsford Community Academy. The school serves the market town of Newton Abbot, and it is often described as a small school with a big heart. Something the children and families are very proud of.

The school serves a vulnerable community and has above national levels of disadvantaged children. This role is perfect for a Headteacher who wants to make a real difference in a community that trusts in its local school. The children are simply wonderful, and they love coming to school.



We are seeking a Headteacher who is passionate about developing teaching and learning and providing the very best curriculum offer for our children. Ensuring that gaps are closed and that all children flourish in all that they do. Our children at ASM face multiple barriers linked with disadvantage and we need their new Headteacher to be passionate and dogged in their determination to provide the very best education.

All Saints' Marsh is a church school. You do not need experience of working in a Church school to apply for the post. However, all candidates must be able to support and uphold the Christian distinctiveness of the school. We provide support for our headteachers if they are new to Church school leadership.

The vacancy has arisen because the current Headteacher, has taken up post in our Trust SEND team and supporting schools to deliver the best education for vulnerable pupils.

You will be leading a school which is part of our School Trust family. We are proud of how we work as a single organisation and as a School Trust we use the expertise from being a group of 16 schools to ensure that our children flourish and have the very best educational offer.

Serving the distinctiveness of the community is vital to how we operate as a school Trust. Building and sustaining strong relationships with families, parents and the community is important to the school and Trust. You will also work closely with the local governance advisory panel who will support and challenge how we serve our children and families.



Our centralised business support model means that as a Headteacher your focus can remain on teaching and learning and serving the community. We have a team to support and tackle business related tasks and items.

We offer you a strong professional development pathway. This may include NPQs, coaching, mentoring or whatever supports you in being confident and expert in your role.

We would love you to come and meet the staff and have a look to help you decide if this is the school for you! We would also encourage you to arrange a call with me so that you can explore and decide if our School Trust is a place where you will be professionally supported, developed, and nurtured.



We also appreciate that geographical distance may be a barrier to visiting the school and virtual tours can be arranged.

If you are still curious about the role, please do contact us as our colleagues and children would love a chance to meet you and help you decide if they are the right school for this next step in your professional journey and if we are the right School Trust for you.

T Cleverly

Tracey Cleverly
Trust Lead

CHAIR OF TRUSTEES WELCOME



It gives me great pleasure as Chair of the Governing Board at the Learning Academy Partnership to welcome you to our Trust. I and the Board of Trustees consider ourselves to be very privileged to be part of this organisation and our role as one of Governance is committed to ensuring that the Trust provides the very best education and support for all of the children and colleagues.

There are of course challenging headwinds across education but being part of a well-managed and focused Trust adds significant value and security to the individual academies. As a head teacher in our Trust you will be joining an exceptional group of individuals, but all with a wonderful team I approach to ensuring all children receive the best opportunities in life and education we can possibly provide.

To achieve the best experience and most successful outcomes for all the children the Trust has developed a true culture of collective responsibility. This needs a complete top to bottom Trust management process and harmonisation of practice and culture underpinned by sometimes onerous regulatory frameworks and is always work in progress. We know that your contribution will add even more value however to the Trust's priority: our children and the local community too.



The Trust is growing through recognition of its capacity to successfully onboard new and sometimes challenged schools, its leadership and management. We are confident that the strategy being implemented for the next few years will ensure that all children and staff will benefit from this controlled growth approach.

I hope that you benefit from being part of the Trust and firmly believe this is wonderful opportunity for all members of the team to enjoy a rewarding future. I am also confident you will have a lot of support and om that note, I and the whole Trust welcome you onboard.

Richard Vaughton
Chair of Trustees

WHO WE ARE

A HIGHLY SUCCESSFUL, INCLUSIVE MULTI ACADEMY TRUST

Flourishing Futures

Our Trust was established in the summer of 2012 from its origins as a National Support School, at Ilsham C of E Academy. We have a Church of England foundation which is fully inclusive and welcomes both Church and Community schools. Admission criteria to all our academies is fully inclusive, welcoming those of all faiths or none.

The mission and core purpose of our School Trust is to enable Flourishing Futures for our children by working together as a values-led family of exceptional academies, delivering an entitlement to exceptional education across all our local communities and where every child flourishes. We believe that every young person, regardless of their background or context, can achieve and exceed the highest of expectations.

We operate a Hub model where academies in each local area work closely together to share knowledge and expertise on a regular basis whilst still benefiting from the support of all schools within the Trust family.

Our Hubs have been developed with scalability in mind, so that new schools and groups of schools can join and form new Hubs within the Trust.



OUR VISION & VALUES

MISSION

Flourishing Futures (John 10:10 He came so that they may have life and live it to the full)

VISION

To be an exceptional school Trust – We are committed to social mobility and a culture of belonging. We do this by investing in people, enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.



VALUES

Empower, Excel, Together

BELIEFS

We believe that:

We are Stronger Together – We deliver and achieve more than we ever could individually

In a Sense of Belonging – Every member of our School Trust matters and know they belong

In Removing Barriers – Ensuring that where you begin does not limit your horizons

In Realising the Possible – You cannot be what you cannot see

EDUCATION

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Committed to bringing pupils together across the Trust to learn and flourish
3. Unwaveringly inclusive – determined n eradicating barriers to educational success
4. Committed to excellent teaching
5. Determined upon academic excellence for all in our communities
6. Compassionate, ethical and caring advocates for all in our communities
7. Outwardly facing and globally conscious

PEOPLE

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

FINANCIAL

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

OUR TRUST

14 SCHOOLS

11 CHURCH SCHOOLS

11 NURSERIES

370 STAFF

120 TEACHING STAFF

2250 PUPILS

WELLBEING

We put our people's welfare at the centre of everything and we know that this is more than just cake in the staffroom on a Friday (although that is nice too!). Our Wellbeing Strategy covers four key areas: Working environments, Personal growth, Health and lifestyle initiatives and Culture.

DIVERSITY, EQUALITY & INCLUSION

On our journey we are building a Diverse and Inclusive community. We are aspiring to promote our inclusivity, via curriculum and employee engagement. Together we want to break down barriers, enjoy each individual and celebrate the value they bring to our School Trust.

- We will work inclusively within our communities, embracing the caried localities we serve while sharing our common vision and values
- We will develop the very best leaders of the future, working to improve education and transform lives
- We will adhere unwaveringly to the 'Nolan Principles' of public service, which is made clear in our commitment to Ethical Leadership

OUR ACADEMIES



All Saints Marsh

All Saints' Thurlestone

Charleton

Dartington

Dunsford

Ellacombe

Ilsham

Jacobstow

Lifton

Marhamchurch

St Mark's

St Michael's

Warberry

West Alvington

JOB DESCRIPTION

HEADTEACHER

Salary: Leadership Pay Scale L9 – L16
Hours of Work: As outlined in the current School Teachers' Pay and Conditions document
Responsible to: Trust Lead and as delegated to Deputy Trust Lead/ Director of Education

MAIN PURPOSE OF THE ROLE

To provide operational leadership and day to day management of the academy, and contribute to the strategic direction of the academy and the wider Trust community through:

- Lead the school with determination, passion, and high expectations to ensure that the most vulnerable pupils benefit from the best educational offer.
- Ensuring the provision of consistently high-quality teaching and learning which equity of offer and achievement to the most vulnerable.
- To be responsible for designing and delivering a compliant, high-quality curriculum which removes barrier, realises the possible, and ensures that the disadvantaged gap is eradicated.
- Ensuring high academic standards and high expectations from pupils, staff, and community.
- Ensure that behaviour is always excellent and does not impact on other learners.
- To create an adaptive, inclusive school environment where the needs of all pupils are met so that they can flourish.
- To embed the Mission, Vision, Values and Beliefs of the School Trust in both school leadership and the day-to-day leadership of the academy.
- To fully support the People and Wellbeing Strategy and contribute to the talent management and succession planning for staff to ensure that the School Trust is the best employer
- To ensure the core offers for education are embedded and have impact.
- Developing collaborative links and support for other academies within the Trust, and the wider education community

THE POSTHOLDER WILL BE ACCOUNTABLE TO:

- The Chief Executive Officer (delegated to the Executive Headteacher (where appropriate) or Director of Education)
- Local Governance

SPECIAL FEATURES

The post holder may be required to work in any of the schools/academies within the Learning Academy Partnership family of schools as directed by the Chief Executive Officer.

LEADERSHIP

- To uphold, develop and promote the Vision, Values and Beliefs of the School Trust.
- To ensure that the academy has a clear vision and set of values which reflect the Trust direction, the distinctive needs of the community and, in a church school, ensures a strong Christian ethos.
- In Church schools ensure that the Christian vision is embedded in the curriculum and that it upholds the Christian distinctiveness of the academy.
- To work proactively with the Senior Executive team to ensure that outcomes at all academies across the Trust are well above nationals and that the disadvantaged gap is eradicated.
- Overall responsibility for the strategic management and operational activity of the Academy.
- To work proactively and effectively with the Business Support teams to ensure compliance with Trust policies, including Health and Safety.
- To provide passionate, innovative, and consistent leadership to the Academy and its leadership team.
- To work positively with the parents and community to ensure the best possible outcomes for all students.
- Implement rigorous and sustainable policies and strategies in order to ensure excellent outcomes for pupils at the Academy.
- To provide a curriculum offer which reflects the Trust beliefs as well as the school vision ensuring that all pupils achieve academic excellence alongside a high-quality personal development and experience offer.
- To ensure the curriculum gives agency to all vulnerable pupils and eradicates the achievement gap.
- To ensure that students are healthy, stay safe, enjoy and achieve maximum potential, and personal well-being once and are well prepared for their next stage of education/life.
- To develop the reputation of the Academy and Trust, locally, regionally and nationally.
- To service and support the Local Advisory Board (Ethos and Communications Group & Standards & Curriculum).
- Act as an ex-officio member of the Local Governance group.

Excellent Headteachers: qualities and knowledge:

HEADTEACHER STANDARDS

The National Standards of Excellence for Headteachers have 4 'Excellence as Standard' domains, within each domain there are six key characteristics expected of the nation's headteachers.

DOMAIN ONE – EXCELLENT HEADTEACHERS: QUALITIES AND KNOWLEDGE

1. Hold and articulate clear values and moral purpose, focused on providing a world-class 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 and Trust's vision and drive the strategic leadership, empowering all pupils and staff to excel.

DOMAIN TWO – EXCELLENT HEADTEACHERS: PUPILS AND STAFF

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

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: SELF-IMPROVING SCHOOL SYSTEM

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.

GENERAL RESPONSIBILITIES

- To put all children, in the Trust, at the core of all decisions and actions
- To be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos / work / aims of the Learning Academy Partnership
- Establish constructive relationships and communicate with other professionals.
- Attend and participate in relevant meetings at academies and other events as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others within the organisation.

- To be a reflective practitioner who is active in the pursuit of their own professional development.

EXPECTATIONS

1. As appropriate, to the postholder's duties must be carried out in compliance with the following:

   - Trust Policies
   - Code of Conduct
   - Financial Regulations
   - Health and Safety at Work Act (1974) (and subsequent Health and Safety legislation)

2. To work flexibly as required
3. To maintain confidentiality of the Trust's affairs
4. To work at all times within Code of Conduct, GDPR and the Safeguarding Policy
5. Participate, support and comply with Trust arrangements for responding to emergencies and/or business interruptions
6. These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the postholder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post
7. To put all children, in the Trust, at the core of all decisions and actions
8. To be an ambassador for the Learning Academy Partnership
9. To uphold the vision, values and ethos which underpin the Trust and support how we work as a single organisation

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	• Qualified teacher status • Degree	• National Professional Qualification for Headship • Evidence of further study - this could be ongoing and/or Further Professional Qualifications
Experience	• Successful substantive experience at Senior Management level within a primary school. • Experience of successful and cooperative working leading team members • Experience of the successful leadership of change • Experience of improving teaching and learning • Experience of promoting safeguarding procedures in a school	• A range of leadership, management and teaching experience in more than one context • Teaching experience in more than one Key Stage • Track record in school improvement with demonstrated impact • Experience of school improvement in more than one setting/supporting another school
Professional Development	• Have wide current knowledge and understanding of education and school systems locally and nationally • Research and development covering leadership, curriculum and management issues that have resulted in successful change and effective practice • Significant contribution and evidence of impact to the professional development of other colleagues in school	• Experience of planning and managing professional development
Skills and knowledge	• Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills	• Knowledge and understanding of administration and budget management processes including benchmarking • Understanding of the current National Standards of excellence for Headteachers

	• Ability to communicate a vision and inspire others • Ability to build effective working relationships • Ability to initiate and lead change by inspiring and influencing others • Understanding and knowledge of current issues in education, including the current Ofsted Inspection Framework	
Other	• Committed to safeguarding and promoting the welfare of children • Willingness to work flexible hours, including evening and school holidays when necessary.	

HOW TO APPLY

Status
Permanent

Salary
L9 – L16
(Torbay)

Closing Date
Monday 27th February 2023 (9am)

Start Date
September (Sooner if available)

Interviews
Thursday 9th March 2023

Applying
Please apply by visiting
www.lapsw.co.uk/vacancies

Learning Academy Partnership

Address: Suite 4 Zealley House, Greenhill Way, Kingsteignton, TQ12 3SB

Visit: www.lapsw.co.uk

Telephone: 01626 248800

Email: people@lapsw.org

Twitter: @LAPacademies
LinkedIn: https://www.linkedin.com/company/learning-academy-partnership