



Job Application Pack

Headteacher



Contract Term: **Permanent**

Salary: **L18 to L23 (£67,351 to £76,122)** dependant on experience

Start Date: **August 2022**

Contract Type: **Full Time**

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A Message from the SEND Lead

The Community Inclusive Trust (CIT) is fast developing as a successful Trust chain with schools based in Lincolnshire, Nottinghamshire and Leicestershire. It is unique in its make up as 7 of our schools are Primary Mainstream and 7 are for pupils with Special Educational Needs (with 1 further SEND schools opening in 2023/24). Although the Trust requires some standardisation it is a requirement of CIT that schools maintain their autonomy whilst sharing good practice with one another.

CIT has a range of services and high-quality support designed to remove as many of the low-level administrative tasks as possible from Headteachers. This then allows Headteachers to focus upon quality of teaching, student/pupil learning and development.

We are seeking to appoint a dynamic and forward-thinking person who is committed to embracing the current education agenda and who has the experience, energy and ability to lead and develop an SEMH school.

We are looking for somebody who has senior leadership or headship experience with values that align with the Trust – 'where learning comes first'.

With very best wishes

James Ellis

Working for the Community Inclusive Trust

The Community Inclusive Trust (C.I.T) currently has 14 academies across the East Midlands. C.I.T is a multi-academy chain that challenges and supports its academies to provide the highest levels of education and care for their pupils.

Across C.I.T we work together through the sharing of staff, expertise, pooling of resources, and the development of each other's strengths so that all employees and pupils have the chance to reach their full potential.

The benefits we can offer:

- the opportunity to shape the future development of the school
- a dedicated and focussed team of staff
- enthusiastic and friendly children
- supportive governors
- a supportive and innovative network of schools within the Community Inclusive Trust
- benefits of CIT services and support including School Improvement, Finance and CPD
- a dedicated SEND Lead who works with each of the SEND schools within CIT
- an outstanding induction process
- a personalised CPD Programme and Career Progression and Development Opportunities
- the opportunity to make a real difference to the lives of young people
- access to the Teachers' Pension Scheme
- an Employee Assistance Programme
- competitive Salary

Working in Boston

Boston is a busy market town and an inland port. It is famous for having the largest parish church in England, St Botolph's Church (Also known as the Stump). It also has countryside on the doorstep with the Lincolnshire Wolds an Area of Outstanding Natural Beauty just up the road.



Boston Endeavour Academy

Boston Endeavour Academy is a newly built special school for children aged 2-19 with a range of learning difficulties and disabilities, located in the market town of Boston, Lincolnshire. We opened in September 2021 with many state of the art facilities including therapy rooms, a hydrotherapy pool as well as specialist classrooms and a life-skills suite. The school will build on the proud legacy of the John Fielding Special School, which has served the town for almost 50 years and which it replaces with all existing staff and pupils transferring over.

The school is values-driven, based on our Mission to be 'a caring and respectful family, committed to maximising the learning and development of our students, supporting them to become happy and fully-included members of their community'.

We believe that children require a certain culture in which to learn most effectively. Characteristics of our culture which we foster and are proud of include: high aspirations for all our pupils, expectations of good behaviour and respect towards one another, high safeguarding standards in which all feel secure and safe, a sense of fun, enjoyment of learning and the highest standards of care.



Headteacher Appointment

The Community Inclusive Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Headteacher's conditions of employment are in accordance with the provision within the School Teachers' Pay and Conditions as adapted by the Community Inclusive Trust.

DBS

The successful applicant will be subject to a fully enhanced DBS (Disclosure and Barring Service) check.

Job Description

Job Purpose

- The effective leadership, management and administration of Foxfields Academy as a member of the Community Inclusive Trust
- Ensuring the achievement of the highest possible standards of teaching and learning within the School so that every child is supported in achieving their fullest potential
- Representation of the School and its interests within the wider community at all levels and within the Community Inclusive Trust
- Meeting the National Standards for Head Teachers as published by the DfE
- Contributing to the development of the CIT SEND arm

Main Duties of the Role

- Maintaining a broad and balanced curriculum which is up to date, meeting all statutory requirements relevant to all students and is sufficiently flexible to accommodate changing needs and the requirement of the National Curriculum
- Developing a high standard of teaching and learning throughout the School by monitoring, encouraging, training and personal example
- Advising and assisting the Local Schools Board and Trust Board, attending meetings and providing such information as is necessary
- Implementation of development plans approved by the SEND Lead
- Ensuring the effective management and deployment of teaching and support staff together with appropriate systems of delegation and discipline through the management structure of the School
- Achieving effective communication and liaison with teaching and other staff and their representative organisations
- Monitoring and evaluating the work and organisation of the School with a view to achieving improvements where appropriate
- Ensuring provision of effective professional staff development and in-service training programme
- Supervising and participating in Performance Management under the relevant regulations
- Promoting effective systems for the social and pastoral development of students and staff and their safety and well being
- Ensuring that all policies and systems are implemented so as to achieve equal opportunities for all and that the School is fully inclusive
- Developing and further strengthening existing relationships with pupils, parents, staff, relevant statutory bodies and the wider community. Promoting mutual understanding and support for the aims and performance of the School
- Providing efficient and effective management, allocation, control and monitoring of the human, financial and material resources of the School together with the conservation and proper use of School buildings, grounds and equipment
- Effectively managing the school budget and following the Trust financial procedures and scheme of delegation at all times
- Fulfilling such other requirements as are included in the condition of employment of Head Teachers, specified in the current School Teachers' Pay and Conditions Documents

Headteacher Standards

It is expected that a Headteacher will meet the relevant DfE Headteachers' Standards.

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Person Specification

Factor	Essential	Desirable	Assessment*
Qualification	• Qualified Teacher Status • Completion of NPQH or currently working towards it • Evidence of continuing professional development or further professional study	• Higher degree qualification, postgraduate course, recognised special education qualification	A, I, R, D
Experience	• Previous leadership experience • Substantial experience working in a special educational setting • Experience of conducting performance management • Evidence of management of the curriculum and assessment • Experience of working with children with challenging behaviours • Experience of appointing, managing and inducting staff • Experience of resource management • Experience in working effectively with parents/carers, external professionals and other agencies. • Experience of leadership at whole school level • Experience of successfully supporting others • Experience of effective behaviour management • Experience of working with a governing body • Experience of deploying staff across a whole school • Experience of strategic planning. • Experience in developing whole-school policies and strategies.	• Experience in more than one school • Experience of financial management	A, I, R
Leadership & Management	• Ability to inspire and motivate staff, pupils, parents and governors to achieve the schools aims • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Ability to delegate work and support colleagues in undertaking responsibilities • Ability to confront and resolve problems. • To have a proven track record in raising pupil attainment	• Understanding of effective budget planning and resource deployment • Experience of working with governors to enable them to fulfil whole-school responsibilities • Understanding of how financial and resource management enable a school to achieve its educational priorities • Ability to take on new challenges and to be a leader in the field of education.	A, I R
Skills and Knowledge	• Demonstrate the ability to develop and deliver effective and inspirational professional development. • Ability to review whole school systems to ensure robust evaluation of school performance. • An ability to plan and deliver exceptional learning opportunities		A, I, R

	to meet a range of abilities and interests • Knowledge of statutory requirements and other legislation relating to Safeguarding/EHCP/Employment • A commitment to the principles of high quality SEN provision • Excellent behaviour management techniques and skills • Ability to use a range of ICT effectively and creatively as a tool for learning • Ability to gain respect of pupils through manner of confidence and authority • A consistently outstanding teacher • A deep understanding of successful classroom practice. • Understanding of safeguarding children requirements • Understanding of OFSTED requirements • Understanding the SEND Code of Practice		
Personal Attributes	• The ability to work independently and contribute as a team member • The ability to determine priorities, be self-motivated and manage time effectively • The ability to communicate effectively with a wide range of people including children, staff, parents and Governors • A commitment to their own continuing professional development • Able to lead and inspire • Able to work calmly under pressure • Ability to critically evaluate own performance and make any necessary changes to be more effective • Enthusiastic, honest, reliable • A passion for child-centred learning • Ability to share a dynamic vision for the implementation of programmes and projects • A sense of purpose and ability to take personal initiative • A sensitive, flexible, open-minded and responsive attitude to working with others • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Able to organise own workload in the context of varied tasks • Empathy with children		A, I, R