



# Headteacher Burton End Primary Academy Candidate Information Pack





## Letter from CEO

Dear Applicant,

This is an exciting opportunity to join our trust at a time when we are making considerable investment in achieving 'excellence' in all we do. We truly believe 'excellence' is not just a noun but a habit and we are embedding this in our cultural development.

We have ambitious plans for our trust. We are aspiring to 'Make Remarkable Change Happen' in the next few years and have set out:

- Through geographical hubs of like-minded schools a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.
- To achieve the highest standards of education in its primary, secondary and special schools.
- All trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.

So, if you are interested in joining our team of incredible colleagues in networks across our schools and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Toni Kittle, Director of Education (Primary) on [tkittle@unitysp.co.uk](mailto:tkittle@unitysp.co.uk) to arrange an informal discussion.

We look forward to hearing from you.

Best wishes

Tim Coulson

Chief Executive, Unity Schools Partnership



*“Making remarkable  
change happen”*

# We are Unity



*– Characterised by ethical leadership and ambition  
for improvement at pace –*

Unity Schools Partnership is a family of secondary, primary and special schools located predominantly in Suffolk, but also on the Essex and Cambridgeshire borders as well as Romford in East London.

We share the same values and face similar issues, while providing a close network of support and challenge.

We recognise the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures.

We are committed to a partnership that respects, sustains and supports.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that communities must develop and grow to become sustainable.

Our model is about creating interdependence – schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

We all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special – open to possibility, gifted with the potential to change the world for the better. Our ambition is to unlock the potential of all children, remove the barriers that limit aspiration and ensure that all our children succeed.

We will work with schools that can subscribe to these values and who are prepared to take responsibility and share resources with others. This approach is already improving the life chances of pupils in primary, special and secondary schools throughout the trust.

# **We are Unity**



## **Our Values**

The trust expects its work to be characterised by:



## **Our Priorities**

We believe that children's potential should not be limited – no matter what their starting point and barriers to learning. We encourage pupils to strive constantly to gain independent learning skills and have the courage to take risks and develop personal responsibility in order to make a successful transition to adulthood.

The collaboration amongst our family of schools, the Central Team structure and our expert advisers helps our teachers and schools to 'smash through barriers'. To this end, our focus is on school improvement for all pupils, with specific support for pupils with SEND and pupils from disadvantaged backgrounds. Please use the links below to find out more about SEND, Pupil Premium and Schools Support and Improvement.

**Please visit [unitysp.co.uk](https://unitysp.co.uk)**





# Structure of the Trust

## Leadership

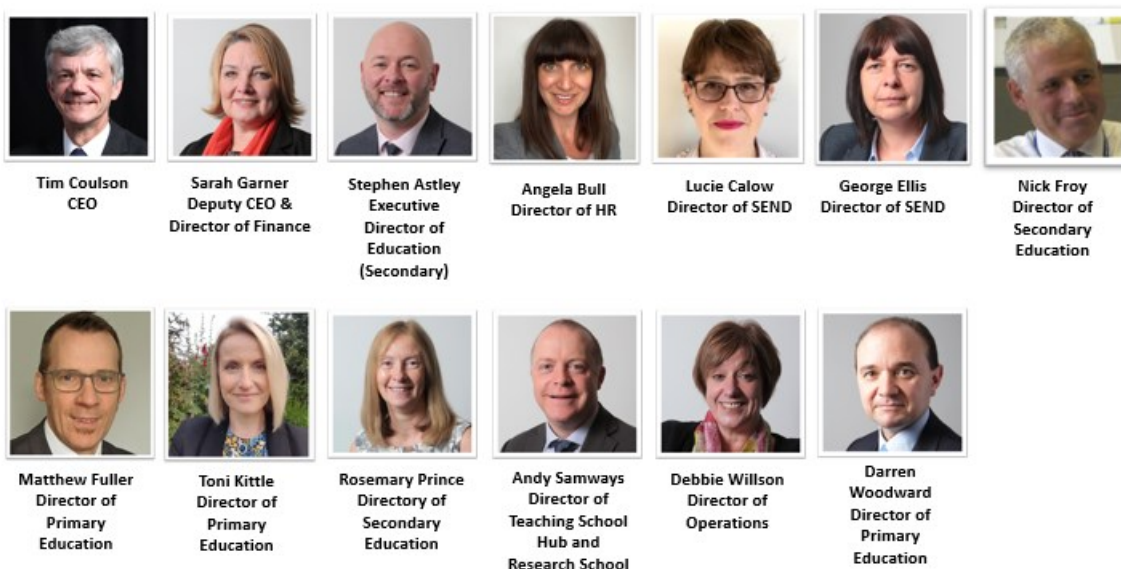
### Trustees

We have a talented group of trustees representing a variety of sectors who steer our vision and direction with thought, business acumen and a commitment to the Trust's core values.

### Our Local Governing Bodies

Governors focus on the quality of education and the curriculum to ensure that every child is receiving a broad and balanced education, improving outcomes for all pupils, and wider community engagement.

### Executive Team




### School Improvement Education Leads and Advisors

We have a high-quality group of school improvement leads and advisors who deliver our package of school improvement support for schools including primary and secondary specialists, SEN advisor, pupil premium advisor and Data Manager. Our advisors work closely with our school and trust leaders in partnership throughout the year.

### Headteachers

Our Headteachers are a crucial part of our School Improvement Team. There is a significant amount of school to school partnership work that has great impact across our schools from across school leadership models and moderation. Schools find the advantages of working with a

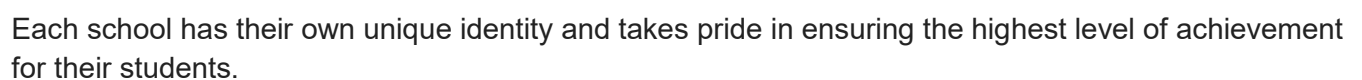




Probably the best CPD day I  
have had because I was able  
to tailor it to my needs.

- JAN 2020 WHOLE TRUST PD DAY FEEDBACK -





**Please visit [unitysp.co.uk/our-schools/](https://unitysp.co.uk/our-schools/)**

# Our Primary Schools

School	Roll	Location	%PP	Headteacher	OFSTED
Abbots Green	468	Bury St Edmunds	18	Ang Morrison	Good*
Burton End	394	Haverhill	21.3	Karen Sheargold	Good (Jan 20)
Clements	227	Haverhill	30	Vicky Hogg	Good (Nov 21)
Coupals	336	Haverhill	20.2	David Maguire	Good (Sep 17)
Ditton Lodge	191	Newmarket	9.9	Melanie Moore	Good (Nov 21)
Glemsford	197	Glemsford nr Sudbury	24.9	Nick George	Good (Dec 17)
Horringer Court Middle (9-13)	301	Bury St Edmunds	19.9	Steve Palmer	Good (Mar 20)
Houldsworth Valley	325	Newmarket	28.9	Lisa Tweed	Good (Oct 19)
Kedington	204	Kedington nr Haverhill	6.4	Vicky Doherty	Good (Mar 19)
Langer	132	Felixstowe	44.7	Martha Hughes	Serious Weaknesses (Mar 20)
Laureate	216	Newmarket	17.6	Dave Perkins	Good (Mar 19)
Place Farm	390	Haverhill	27.9	Jane Sendall	Good (Mar 17)
Steeple Bumpstead	173	Steeple Bumpstead nr Haverhill	12.1	Mary Nicholls	Requires Improvement*
Tollgate (3-9)	279	Bury St Edmunds	30.5	Hannah Brookman	Good (May 17)
Wells Hall	425	Gt Cornard, Sudbury	24.2	Ros Towns	Good (Oct 21)
Westfield	380	Haverhill	27.1	Fiona-Catharine Thompson	Good (Feb 19)
Westley Middle (9-13)	432	Bury St Edmunds	27.5	Ben Jeffery	Good (Dec 16)
Wickhambrook	188	Wickhambrook b/w Newmarket+Haverhill	13.3	Hannah Tyzack	Outstanding (Feb 12)**
Woodhall	360	Sudbury	30.6	Lisa Tweed	Good (Dec 19)

\*Ofsted have not yet visited since conversion to academy.

\*\*Not yet inspected since joined the trust.

## Curriculum and Pedagogy

We aim for the best practice anywhere in the country led by successful implementation across the trust.

Working together, Trust Leadership, Headteachers and the Central Team lead a three-year development plan that identifies outstanding practice and established agreed minimum expectations in each area of school life. Over the last 3 years our rigorous internal PIXL assessments reflect the significant improvements to the curriculum and the quality of teachers in our schools and show combined attainment in Y6 on track for R/W/M at 70% in 2020 and 2021. We don't want to stop here, we are committed to reaching the highest standards of all performance measures.

Our innovative knowledge-rich curriculum (CUSP) uses the very best research evidence and now offers our children the highest standards seen in History, Geography and Science teaching, reflected in over 80 schools outside the trust now using these materials. Over the last 6 months our work has focussed heavily on developing our Unity Literacy curriculum (CLUSP) which underpins our commitment to ensuring all pupils reach the expected standard at KS2. We have launched our Unity Art curriculum in September 2021 which will be followed by Music and DT.

## Vision, Values & Principles

We will develop articulate and thoughtful children - all children will be able to talk confidently about their own ideas and hopes for their future.

We will provide a broad and balanced curriculum - all children will leave Burton End with good memories of broad and balanced learning experiences, including music, computing, sports and art.

We will have consistently high aspirations - children will leave Burton End being able to read, write and apply their mathematical knowledge at the national expectation of 'Secondary ready', with an increasing percentage each year, of children exceeding this expectation.

The Respect Values underpin all that we do across the Partnership and here at Burton End, you will see the Values displayed around the school, taught in assemblies and discussed in lessons.

## RESPECT Values

Resilience

Empathy

Self-Aware

Passion

Excellence

Compassion

Teamwork

For more information about the school, please visit [burtonendschool.co.uk](http://burtonendschool.co.uk)







# TEACHING STAFF

## JOB DESCRIPTION

<b>ROLE TITLE</b>	Headteacher
<b>CONTRACTED HOURS</b>	Full-time / year-round
<b>LOCATION</b>	Burton End Primary Academy
<b>GRADE / SCALE POINT – SALARY</b>	Leadership range L18 – L24
<b>REPORTING TO</b>	Local Governing Body, Trust Director, Trust CEO
<b>DATE</b>	January 2022

### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance. All members of the Trust are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

### JOB PURPOSE

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's Senior Leadership Team, through a range of leadership strategies.

### KEY TASKS & RESPONSIBILITIES

#### STRATEGIC DEVELOPMENT

1. Challenge educational under-achievement and inspire children to reach their full potential and achieve our trust aim of '*Results Plus*' for every child;
2. Establish and develop the school as a centre of educational excellence and success, developing partnerships with pupils, parents, the local community and other schools across the Trust and beyond;
3. Manage the organisational and educational change necessary to achieve and sustain success;
4. Continuously develop the physical environment and facilities of the school to provide a positive, welcoming and safe environment for learning;
5. Take overall management responsibility for all resources - administration (including finance administration), maintenance, catering and cleaning;
6. Report regularly as required to the Governing Body and undertake all responsibilities detailed in the Trust's scheme of delegation;
7. Actively participate as a member of the Trust's Senior Leadership Team to the development of the Trust as a whole.
8. Implement and monitor the operation of policies and procedures to successfully deliver the school's strategic development;

9. Implement and maintain the school's improvement plan and self-evaluation procedures;
10. Develop and implement a clear and progressive staffing strategy;
11. Instil a culture of common accountability in all staff for pupil performance and attainment;
12. Ensure all statutory requirements are met.

**TEACHING AND LEARNING**

1. Advocate and develop innovative ways of teaching and learning to meet the needs of pupils of all abilities through the continuing development of a broad, balanced and stimulating curriculum;
2. Provide a sound foundation for pupils' learning and monitor progress carefully;
3. Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief;
4. Encourage and promote the creative use of IT to support teaching and learning;
5. Recognise and celebrate the distinctive nature of the school by encouraging a wide range of extra-curricular trips and activities, subject to any ongoing Covid restrictions, and ensuring that traditions are respected;
6. Provide a safe and healthy environment in which pupils' wellbeing and welfare can be nurtured;
7. Foster a lively and welcoming ambience in which high standards of behaviour encourage learning and social development;
8. Report each term on the school's educational performance to the governing body.

**LEADING AND MANAGING STAFF**

1. Take overall operational responsibility for the leadership, internal organisation, management and daily running of the school;
2. Oversee recruitment and selection of teaching and support staff to meet the short and longer term needs of the school and its pupils;
3. Maximise the contribution of all staff to improving the quality of education provided and standards achieved through development and effective implementation of staff policies, procedures and working practices;
4. Manage effectively the deployment, appraisal, performance and development of all staff and through a programme of CPD in accordance with the priorities in the school improvement plan;
5. Exercise the school's duty of care regarding staff welfare;
6. Promote, encourage and support initiative and team working, both within the school and more widely with other schools across the Trust.

**FINANCIAL MANAGEMENT**

1. Work with the Trust's finance team to advise the Governing Body on the formulation of the annual budget in order to ensure that the school secures its objectives;
2. Plan, manage and monitor the curriculum within the agreed budget; setting appropriate priorities for expenditure, allocating funds and ensuring effective administrative control.

**SITE AND PREMISES MANAGEMENT**

1. Manage and organise the accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements;
2. Ensure that the allocation and use of the accommodation/resources provides a positive learning environment that promotes the highest achievements.



**COMMUNICATIONS AND PARTNERSHIPS**

1. Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement;
2. Develop and sustain positive working partnerships with parents and carers;
3. Develop and encourage good relations between the school and the local community;
4. Work effectively with all external agencies.

**SAFEGUARDING**

1. Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Headteacher under the guidance of the Governors and the Trust's Executive Team, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies;
2. Act as the Alternate Designated Safeguarding Lead (see Appendix);
3. The post holder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

**GENERAL**

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust;
2. Participate in training and other learning activities and performance development as required;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times;
6. Undertake any other reasonable tasks and responsibilities as requested by the Director of Education (Primary) or a member of the Trust Executive Leadership Team which fall within the scope of the post.

## PERSON SPECIFICATION

### HEADTEACHER

CRITERIA	ESSENTIAL	DESIRABLE
<b>KNOWLEDGE</b>		
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• First degree / training certificate</li> <li>• Recent professional development relevant to a senior leadership role in an educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH (or working towards)</li> </ul>
<b>Experience and knowledge</b>	<ul style="list-style-type: none"> <li>• A proven track record in achieving the highest standards of attainment and progress for all groups of pupils</li> <li>• Proven leadership and management experience and expertise at senior management level:</li> <li>• Curriculum development</li> <li>• Policy Development</li> <li>• School improvement planning</li> <li>• Performance management</li> <li>• Working in partnership with parents and external agencies</li> <li>• Evidence of experience in key characteristics of leadership in primary education, including:</li> <li>• Making considered decisions and taking responsibility for the outcomes.</li> <li>• Delegating and sharing leadership.</li> <li>• Encouraging, supporting and motivating people, including pupils, staff and parents.</li> <li>• Challenging, influencing and motivating others to attain high goals.</li> <li>• Record of successfully implementing initiatives to raise standards</li> <li>• Experience of analysing and using school performance data.</li> <li>• Current knowledge of teaching technologies, their use, implementation and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful leadership of strategic initiatives.</li> <li>• Relevant experience in more than one school.</li> <li>• Successful and varied teaching experience throughout the relevant phases / key stages.</li> <li>• Relevant financial experience.</li> <li>• The ability to work at the head of, and in the midst of, a staff team.</li> <li>• Experience of working within a Multi-Academy Trust.</li> </ul>

## PERSON SPECIFICATION *continued*

CRITERIA	ESSENTIAL	DESIRABLE
<b>KEY SKILLS AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Understanding of SEND.</li> <li>• Commitment to an educational provision of the highest quality.</li> <li>• Evidence of commitment to lifelong learning.</li> <li>• Ability to communicate effectively with a wide range of people.</li> <li>• Good interpersonal skills.</li> <li>• Ability to work under pressure and to time and targets.</li> <li>• Ability to prioritise and delegate appropriately, but also knows when to accept support from others including colleagues and governors.</li> <li>• Ability to develop and maintain good working relationships.</li> <li>• A commitment to maintaining the school's current identity within the overall ethos and values of the Trust.</li> <li>• Evidence of commitment to model the school's core values.</li> <li>• Experience in delivering strategies which encourage parents and carers to support their children's learning.</li> <li>• Evidence of commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</li> <li>• Proven ability to think creatively and bring fresh ideas to a school that is already achieving high standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling and mediation skills.</li> </ul>
<b>OTHER QUALITIES</b>	<ul style="list-style-type: none"> <li>• Proven ability to deliver strategies which encourage parents and carers to support their children's learning.</li> <li>• Commitment to involving parents and the community in supporting the learning of children and in defining and realising the</li> </ul>	



## **JOB DESCRIPTION *continued***

### **Deputy Designated Safeguarding Lead – job description (appended to the Headteacher’s Job Description)**

Deputy Designated Safeguarding Leads work with the Designated Safeguarding Lead (DSL) to ensure there is a robust safeguarding culture in the school, which keeps children safe. At the direction of the DSL, or if the DSL is unavailable, a deputy DSL may fulfil the functions of the DSL, which are outlined below.

Deputy Designated Safeguarding Leads should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

#### **Manage referrals**

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

#### **Work with others**

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

#### **Training**

Deputy designated safeguarding leads should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Training should provide deputy designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

## **JOB DESCRIPTION *continued***

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the trust's safeguarding policy and the school's child protection procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Raise Awareness**

- ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- ensure the trust's safeguarding policy and the school's child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college

## **JOB DESCRIPTION *continued***

leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Child protection file**

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



## How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact Toni Kittle, Director of Education (Primary) on [tkittle@unitysp.co.uk](mailto:tkittle@unitysp.co.uk) or 07742 885905.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role of Headteacher at Burton End Primary Academy part of Unity Schools Partnership.

Please visit [unitysp-careers.co.uk](http://unitysp-careers.co.uk) to apply

Closing Date: Midday 2nd February 2022

Shortlisting: 3rd February 2022

Interview: 10th and 11th February 2022