



Headteacher

Charleton C of E Academy

APPLICATION PACK



CONTENTS



INTRODUCTION



WHO WE ARE



VISION &
VALUES



OUR SCHOOL
TRUST



OUR
ACADEMIES



PERSON
SPECIFICATION



JOB
DESCRIPTION



HOW TO APPLY

INTRODUCTION TO CHARLETON



Thank you for being curious about the role of Headteacher at Charleton C of E Academy. It is a school which is part of our South Hams Hub along with West Alvington C of E Academy and All Saints' Thurlestone C of E Academy. The school serves the village of Charleton situated on the beautiful Kingsbridge estuary within the South Devon Area of Outstanding Natural Beauty. It is a wonderful school, and I can guarantee that when you meet the pupils, the role will be irresistible.

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. You are not alone and are joining a family of Headteachers.



The vacancy has arisen because the current Headteacher, Katie Coombe, has taken on a new role in the Hub, leading All Saint's Thurlestone C of E Academy and West Alvington C of E Academy. The role has a class teaching commitment.

Charleton is a Church school we welcome applications from candidates who may or may not have experience in working in a Church school, the Christian vision and values underpin the curriculum and daily school life. You must be able to support and uphold the Christian distinctiveness of the school and we provide support if you are new to leading in a church school.

This is a fantastic role for a first headship or someone who is passionate about small schools and serving rural communities. We are seeking that special person who can ensure that the education offer to our children and community is the very best it can be, resulting in the strongest possible outcomes for our children, particularly the most vulnerable. We are excited to see what you will bring to the school and Trust through your experiences and expertise!



Charleton's curriculum offer reflects its local context and the outdoor environment is very much integrated into the curriculum offer, using a wealth of natural resources, including the use of the estuary and the local wildlife areas. The children and parents love the outdoor learning offer, and they would love their new Headteacher to help them continue to improve their learning in these areas.

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



As a Hub you will benefit from working closely with the Headteacher at Thurlestone and West Alvington, stopping any feeling of isolation that can sometimes come with headship. You will also be supported by your colleagues and the Director of Education.

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 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.



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.

Tracey 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 on 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 in 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



16 SCHOOLS



12 CHURCH SCHOOLS



11 NURSERIES



380 STAFF



135 TEACHING STAFF



2200+ PUPILS

WELLBEING

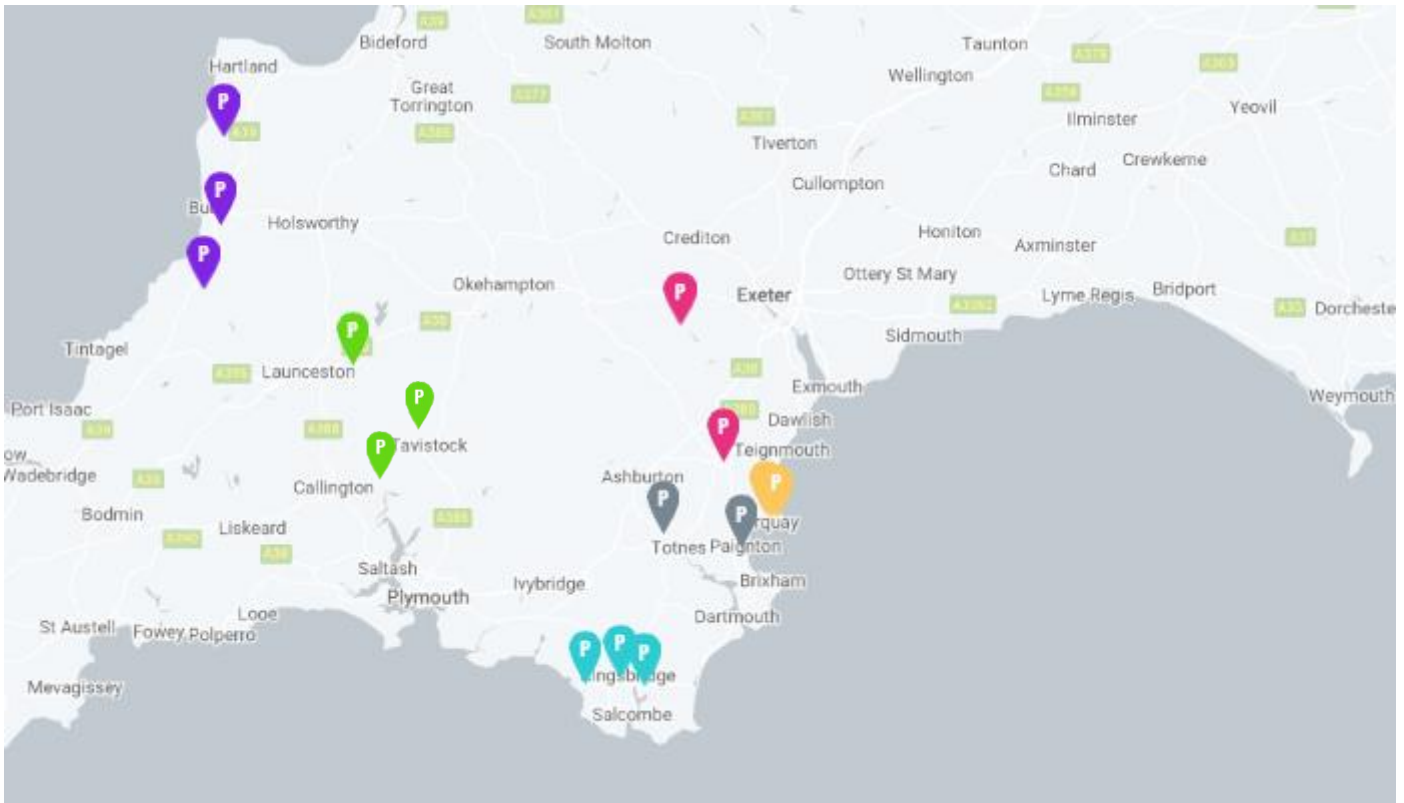
We put our people's welfare at the centre of everything and we know that this is more than just cake in the staffroom on a Friday (although that is nice too!). Our Wellbeing Strategy covers four key areas: Working environments, Personal growth, Health and lifestyle initiatives and Culture.

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 varied 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](#)



[Gulworthy](#)



[Ilsham](#)



[Jacobstow](#)



[Lamerton](#)



[Lifton](#)



[Little Stars](#)



[Marhamchurch](#)



[St Mark's](#)



[St Michael's](#)



[Warberry](#)



[West Alvington](#)

JOB DESCRIPTION

HEADTEACHER

Salary: Leadership Pay Scale L1 – L5

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 first section of the National Standards of Excellence for Headteachers outlines the ethics and professional conduct expected of headteachers. The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers.

SECTION ONE – ETHICS AND PROFESSIONAL CONDUCT

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

SECTION TWO – HEADTEACHERS’ STANDARDS

1. School Culture

Headteachers:

- 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

2. Teaching

Headteachers:

- 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

3. Curriculum and assessment

Headteachers:

- 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

4. Behaviour

Headteachers:

- 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

5. Additional and special needs and disabilities

Headteachers:

- 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

6. Professional development

Headteachers:

- 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

7. Organisational Management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care⁴
- 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

8. Continuous Improvement

Headteachers:

- 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

9. Working in partnership

Headteachers:

- 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

10. Governance and accountability

Headteachers:

- 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

GENERAL RESPONSIBILITIES

- To put all children, in the Trust, at the core of all decisions and actions.
- 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

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)
1. To work flexibly as required
 2. To maintain confidentiality of the Trust's affairs
 3. To work at all times within Code of Conduct, GDPR and the Safeguarding Policy
 4. Participate, support and comply with Trust arrangements for responding to emergencies and/or business interruptions
 5. 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
 6. To put all children, in the Trust, at the core of all decisions and actions
 7. To be an ambassador for the Learning Academy Partnership
 8. 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	<ul style="list-style-type: none"> • Qualified teacher status • Degree 	<ul style="list-style-type: none"> • National Professional Qualification for Headship • Evidence of further study - this could be ongoing and/or Further Professional Qualifications
Experience	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Experience of planning and managing professional development
Skills and knowledge	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Knowledge and understanding of administration and budget management processes including benchmarking • Understanding of the current National Standards of excellence for Headteachers

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

L1 – L5
(Torbay)

Closing Date

Wednesday 4th October 2023 (9am)

Start Date

January / April 2024

Interviews

Wednesday 18th October 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](https://twitter.com/LAPacademies)

LinkedIn: <https://www.linkedin.com/company/learning-academy-partnership>

