Ivy Education Trust

# Headteacher
# Dawlish College
# Recruitment Pack

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## Contents


- Candidate Letter
- Letter from Chair of the Trust Board
- Letter from Chair of Local Governing Body
- Dawlish College
- Job Description
- Person Specification
- The recruitment process

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Dear prospective applicant,

Thank you for your interest in the position of Headteacher at Dawlish College. The college is part of the Ivy Education Trust which spans the Teignbridge area, between Newton Abbot and Dawlish, and is made up of three secondary schools and 5 primary schools.

We are looking to recruit a visionary and enthusiastic leader who will help drive the development and delivery of a motivating and engaging curriculum and continually develop the quality of teaching and learning. The successful candidate will also benefit from working with our Executive Director of Education, Paul Cornish, who has been in education for over 20 years and worked in 7 different secondary schools with a proven record of school improvement as senior leader, Headteacher, Executive Headteacher and CEO.

The Headteacher at Dawlish College will work in partnership with the college's leadership team and have many opportunities to collaborate with others across the wider partnership of the Trust.

Dawlish College is a wonderfully welcoming and happy college where individuality is celebrated and expectations are high. We take pride in ourselves, our learning, and our environment . We strive to maximise outcomes for all students.

As with everything in life, you get back what you put in. Life at Dawlish College is no different. With a broad and balanced curriculum , staff who are passionate about learning and a culture of supportive challenge, Dawlish College is a place where ambition is unlocked.

Visits to the college are strongly encouraged. Should you wish to arrange a visit or for more information regarding the role, please contact Paul Cornish, Executive Director of Education. For those further away a phone or video call is also encouraged to discuss the post, college and the application process. Please email paul.cornish@ivyeducationtrust.co.uk to arrange a mutually convenient time.

I look forward to receiving your application.

Katy Quinn

Chief Executive Officer, Ivy Education Trust

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Dear prospective applicant,

Ivy Education Trust is newly-formed as a result of a merger between Osprey Learning Trust and Estuaries Multi Academy Trust. Dawlish College was part of Estuaries Multi Academy , and has improved steadily under the leadership of the last Headteacher.

The Ivy Education Trust is well–led and well– run and is predicated on local management of schools wherever possible.

However collaboration among schools is strongly encouraged and the new Headteacher of Dawlish College will be expected to play a full part in the Trust.

The board of Ivy Education Trust is populated by able people from many walks of life and has high expectations of all the professional staff and the pupils.

We hope you apply for the headship and we would be most interested in how you would set about the challenge of leading Dawlish College.

Tony Smith

Chair of the Trust Board, Ivy Education Trust

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Dear prospective applicant,

Thank you for considering the role of Headteacher at Dawlish College

We aim to provide all students and staff with the opportunities to develop and thrive as fulfilled members of society, care and support all to be safe and happy in enriching and exciting environments. We aim to ensure that all students have every chance to achieve the best possible qualifications, skills and knowledge they can in order to succeed in their futures.

It is important that children come to school feeling safe, welcomed and cared for and whatever their background or educational needs they leave our school inspired and empowered to achieve the best of their abilities and ambitions. This is exemplified by school values and we pride ourselves on the pastoral support offered by staff who are experienced, committed and engaged. The continuing professional development of staff is strongly supported to ensure that quality of teaching is a core priority. The school received a "Good" evaluation following an Ofsted inspection in March 2019. Since then, the school has seen a year on year improvement in student outcomes, so we are looking for someone with the right qualities, experience and passion to provide the leadership needed to develop our school even further for the benefit of the children, families and community we serve.

If you believe you can offer the right skills we would be delighted to receive your application.

David Violett

Chair of Local Governing Body, Dawlish College

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**Dawlish College**

*"Senior Leaders have been successful in establishing a positive culture that supports pupils' all-round personal development and their physical and emotional wellbeing"*

Dawlish College is a vibrant and exciting place to be. As a relatively small school we have the luxury of knowing every young person as an individual whilst also being able to offer a wider variety of opportunities. Working collaboratively, having fun and enjoying what we do is at the heart of what it means to work with us and we believe that this is why students thrive, our outcomes are strong and we are growing year on year.

Dawlish College is part of Ivy Education Trust. At Ivy Education Trust, we have exceptional expectations of our students and staff and we welcome applicants who share our commitment to place student learning at the center of everything we do. Our induction programme is excellent, and all staff are involved in an innovative CPD programme. Ivy Education Trust is an inspiring place to work, with staff who are dedicated to increasing opportunities, improving outcomes and improving the life chances of all pupils and families that we serve and to nurture, develop and grow the talent of staff.

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JOB DESCRIPTION

**Post Title:** Headteacher

**Location:** Dawlish College

**Responsible to**: CEO/Executive Director of Education

**Salary Grade:** Leadership 21-27 (plus a relocation package)

**Contract Type:** Permanent

**Start Date:** January/April 2023

**Key Purpose of Job:**

To provide professional leadership for the college which secures continuing success and improvement, ensuring high quality education for all students and excellent standards of learning and achievement.

**Ethics and Professional Conduct**

- Uphold and demonstrate the 'Seven Principles of Public Life' at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- Ensure public trust in college leadership and maintain high standards of ethics and behaviour
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to professional position
- Show tolerance of those and respect for their rights, recognising differences and respecting cultural diversity
- 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 professional position, students' vulnerability or might lead students to break the law
- Ensure the best interests of the school's students are served at all times, conduct oneself in a manner compatible with the influential position by behaving ethically, fulfilling professional responsibilities and modelling positive behaviour
- Be accountable and accept responsibility
- Know, understand and act within the statutory frameworks which set out the professional duties and responsibilities of a Headteacher

- Take responsibility for one's own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system and especially Ivy Education Trust

School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the college community
- Create a culture where students experience a positive, enriching and fulfilling school life
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the college community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism and consistency across all staff who are employed by the college

Teaching and Learning

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence informed understanding of effective teaching and how students 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 and summative assessment
- Determine, organise and implement a policy for the personal, social and moral development of students
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all students
- Promote extra-curricular activities in accordance with the educational aims of the college

Curriculum and assessment

- Ensure a broad, structured and entitlement which sets out the concepts, skills, values and knowledge that will be taught
- Establish effective curriculum leadership, developing subject leaders with high levels of relevant expertise and with access to professional networks and communities
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

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## Behaviour

- Establish and sustain consistently good expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- Ensure high standards of student behaviour and courteous conduct in accordance with the college's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the college model and teach the behaviour of a good citizen

## Additional and special educational needs and disabilities

- Ensure the college holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the college works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure the college 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 college, 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 students 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

- Provide inspiring and purposeful leadership for the staff and students and to 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 and support its vision and aims
- Ensure that college policies and practices take account of national, local and college requirements
- Ensure rigorous approaches to identifying, managing and mitigating risk

Leading and Managing Staff

- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting
- Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of all members of staff, including those of Headteacher
- Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which s/he Headteacher would benefit from further training herself/himself
- Ensure that the Deputy Headteachers or another suitable person assumes responsibility for the discharge of the Headteacher's role during any absence from college

Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit college 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 college's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained College and report to the Governing Body/Trustees

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## Efficient and Effective Deployment of Staff and Resources

- Work with governors and senior colleagues to recruit, retain and develop staff of the highest quality
- Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided
- Make arrangements for the security and effective supervision of the college buildings, their contents and the grounds
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money

## Working in partnership

- Work with the Trust Board, the Local Governing Body, staff and parents in promoting, sustaining and developing the ethos and values which underpin the college
- Forge constructive relationships beyond the college, working in partnership with parents, carers and the local community and outside agencies
- Commit the college to working successfully with other schools and organisations in a climate of mutual respect, challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

## Governance and accountability

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

## Other Duties

- Follow the Trust's ICT policy for safe use of ICT

- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to adhere to the Trust safeguarding policies
- Comply with legislation, policies and procedures relating to confidentiality and data protection
- Work in compliance with the Codes of Conduct, Regulations and policies of the college and its commitment to equal opportunities
- Comply with the Trust Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual
- Undertake  any other duties not detailed above commensurate with the level of the post.

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Person Specification

The successful applicant will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the person specification, demonstrating experience and, where appropriate, citing supporting examples within their application.

| Criteria | Essential | Desirable |
|---|---|---|
| Qualifications | | |
| Honours degree or equivalent | √ | |
| Qualified Teacher Status (QTS) | √ | |
| NPQH and Higher Education qualification other than initial training | | √ |
| Evidence of recent and relevant training and development at headship level and /or in preparation for Headship | √ | |
| Professional Experience and Knowledge | | |
| Substantial experience of teaching | √ | |
| Successful experience of leading and managing at a senior level in a secondary school or other educational organisation | √ | |
| Experience of working collaboratively at a senior management level in a secondary school or other educational organisation | √ | |
| Experience of working collaboratively at a senior management level | √ | |
| In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school/academy | √ | |
| Proven track record of high-quality academic outcomes from students taught | √ | |
| Experience of raising standards for all | √ | |

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| Criteria | Essential | Desirable |
|---|---|---|
| Personal Aptitudes, Qualities and Skills | | |
| High expectations and the ability to promote and deliver the College's vision , ethos, priorities and targets | √ | |
| Articulate and approachable with excellent interpersonal skills both orally and in writing | √ | |
| Experience of working with and presenting to Governors/Trustees | √ | |
| Proven sound decision-making skills combined with the ability to lead, influence and manage change from inception to completion | √ | |
| Astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict | √ | |
| Proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour | √ | |
| Able to relate with empathy to parent/carers, staff, students, Governors/Trustees and the wider community and deal with issues that arise with fairness and in the best interests of the college and its students | √ | |
| Leading Teaching and Learning | | |
| An excellent classroom teacher practitioner with the ability to monitor and evaluate performance of others continuously in order to improve the quality of teaching and learning | √ | |
| Proven track record of high-quality academic outcomes from students taught | √ | |
| Experience of successful positive behaviour management and development of a student focused, inclusive and effective leaving environment so that behaviour and attendance remain excellent | √ | |
| Experience of successful curriculum development along with an understanding of the issues associated with choice and flexibility tailored to meet individual needs | √ | |
| Proven experience in the use of assessment to drive progress and raise standards | √ | |
| Evidence of using date, benchmarks and feedback to monitor and judge progress | √ | |

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| Criteria | Essential | Desirable |
|---|---|---|
| Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive | √ | |
| Leading and Managing the Organisation | | |
| Experience of and commitment to working with the Governing Body/Trustees | √ | |
| Proven record of providing vision, a sense of purpose and high aspirations | √ | |
| A high-profile role model with a professional approach that demands accessibility, excellence, confidence, trust and respect of the entire college and wider community | √ | |
| Evidence of highly developed skills in appraisal and performance management, recognising high performance and tackling underperformance through to resolution | √ | |
| Understanding of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money | √ | |
| Evidence of successful coaching and mentoring of staff | √ | |
| Evidence of the skills to harness the potential of ICT for the benefits of the College around the delivery of the curriculum and College support systems | √ | |
| A demonstrable understanding of the processes of safeguarding and safer recruitment and safeguarding procedures | √ | |
| Committed to sustain a safe, secure and healthy College environment | √ | |
| Accountability | | |
| Proven experience of successful college self-evaluation and accountability and the college improvement processes | √ | |
| Experience of successfully securing and raising standards in an inclusive college and working with external agencies locally, nationally and /or internationally | √ | |

| Criteria | Essential | Desirable |
|---|---|---|
| Specific Requirements | | |
| Suitability to work with children | √ | |
| A commitment to and evidence of promoting diversity and equal opportunities within a college, curriculum and in employment practice | √ | |
| Demonstrate the importance of work life balance and personal well-being | √ | |

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## The Recruitment Process

1. Application

   Application forms are available from our website, www.ivyeducaitontrust.co.uk or via email to people@ivyeducationtrust.co.uk

   The completed application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

   Applications must be received no later than Wednesday 12 October, 12 noon. Applications received after this date and time will not be considered.

2. Shortlisting

   Shortlisting will be finalised on Wednesday 12 October. Shortlisted applicants will be invited by telephone to attend an interview. Please make sure you have clearly indicated day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting.

3. Interview Process

   Interviews will be held over two days, Wednesday 19th and Thursday 20th October 2022 . A further shortlist will take place at the end of day one, whereby, successful candidates will be contacted and invited to the second day.

4. Feedback

   Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

   The successful applicant will take up the post January/April 2023.