

Fradley Park Primary & Nursey School Headteacher Designate Recruitment Pack



John Taylor Multi Academy Trust
c/o John Taylor Free School
Branston Road
Tatenhill
Staffordshire
DE13 9SA

E: recruitment@fps.jtmat.co.uk



Contents

.....

Welcome	03
Trust Information	05
JTMAT Objectives	06
JTMAT Organisation Structure.....	07
Teaching School Hub	08
Our Vision for the Free School	09
Free School Aims	11
Curriculum Aims	12
Forest School	13
Forest School Delivery	15
Pupil Leadership - STRIPE	16
Pupil Leadership - Development	17
Advertisement	18
Job Description	19
Job Specification	22
Application Guidance	24

Welcome

TO JOHN TAYLOR MULTI ACADEMY TRUST

Dear Colleague

Thank you for your interest in the Principal Designate position at Fradley Park Primary and Nursery School. This is an amazing opportunity to create and develop a brand new school, and to join a fantastic team of primary headteachers within the JTMAT family of schools.

John Taylor MAT has experience of successfully opening a new school, and we have been working hard with colleagues from the local authority, the contractors and other partners to support the project from an initial application through to the site works that are on time, on budget and on specification. Our core team will continue to provide this support to the opening of the school (September 2022) and beyond.

I hope that this pack is helpful to you in your deliberations, and if the prospect of shaping the educational provision for local families in a growing community inspires and excites you as much as it does us, we'd love to hear from you.

Thank you once again for your interest.



Mike Donoghue
CEO, John Taylor MAT



Welcome

FROM OUR SCHOOL IMPROVEMENT TEAM

.....

There are currently ten primary/infant schools within JTMAT, all with their unique distinctive character and ethos. Each school has a headteacher and staffing team who are ably supported by their own local governing bodies. The Trust's overarching objectives and values help shape each school's vision and educational offer.

Common amongst all our schools is the passion and enthusiasm to work together, collaborate, and do the very best job we can possibly do. We have many networks operating across our schools, where staff share best practice, innovate and learn together. Examples of these include; leaders of English, science, early years, SEND, computing, wellbeing and maths. The headteachers meet regularly, to support each other and work together on a range of school improvement topics.

The Trust's Strategic Plan 2021-2024 values the development of staff at all stages of their career and developing leaders across the Trust is important to us. We currently have secondees from our schools leading on maths, English and early years supporting all our primary schools and leading on the dissemination of local and national developments within their area. As the Primary School Improvement Partner, I support schools through collective procedural and curriculum developments as well as bespoke support within each school.

Having the John Taylor Teaching School Hub <https://jttshub.co.uk> and the Staffordshire Research School <https://researchschool.org.uk> based in one of our partner schools ensures the very best professional development opportunities are at our finger tips.

Believing in 'the power of educational to improve lives – and the world' our schools are exciting, creative and positive places to learn and work, where leaders place the children at the heart of all they do.



Lisa Farmer
Primary School Improvement Partner



Information about the Trust

JTMAT was established in 2014 with John Taylor High School as its first school. In 2015 our family of schools grew to include Kingsmead School in Hednesford, followed by Thomas Russell Infants School and Yoxall St Peter's C of E Primary School in Spring 2016. We were joined by Rykneld Primary School in November 2017 and Shobnall Primary School, The Mosely Academy and Winhill Village Primary and Nursery School joined in Summer 2018. In September 2018 we opened John Taylor Free School in Tatenhill and further extended our Trust with the inclusion of All Saints C of E and Needwood C of E Primary Schools on 1 December and Walton on Trent C of E Primary and Nursery School on 1 January 2019. In September 2019, we were joined by Church Gresley Infants and Nursery School and In February 2022 by Paulet High School. Each school has its own Local Governing Body which reports to the Trust Board. In addition to the above, the Trust is the DfE appointed sponsor for a new 1 FE (extended to become a 2FE in due course) Primary and Nursery school at Fradley Park in Lichfield which will open in September 2022, an all-through free school set to open in Rugeley in 2023, and a further 2FE primary at Branston Locks in 2024.

JTMAT is led by Chief Executive Officer, Mike Donoghue who was appointed Headteacher at John Taylor High School in January 2010 and designated a National Leader of Education in March 2013. He oversaw the first change to 'converter' academy status of an 'outstanding' school in Staffordshire in November 2010 and worked alongside other professional colleagues towards John Taylor's designation as a National Teaching School, again one of the first in Staffordshire. In 2014, Mike was elected to the inaugural Headteachers Board for the Regional School Commissioner (West Midlands) and was subsequently re-elected in September 2017 to serve a second, three-year tenure. He is a trained Pupil Premium Reviewer, a member of the Department for Education's Secondary Headteacher Reference Group and in January 2019 was elected Regional Lead (West Midlands) for the Teaching School Council.

Mike is supported in leading and managing the Trust by a Chief Operating Officer and central Trust team who bring specialisms in the areas of HR, finance, ICT, estates management, governance and school improvement.

Each school within the Trust has its own headteacher or head of school supported by skilled professionals who deliver their best every day, making a positive impact on the young people we are privileged to educate.

JTMAT Schools



JTMAT Objectives

'We believe in the power of education to improve lives – and the world'

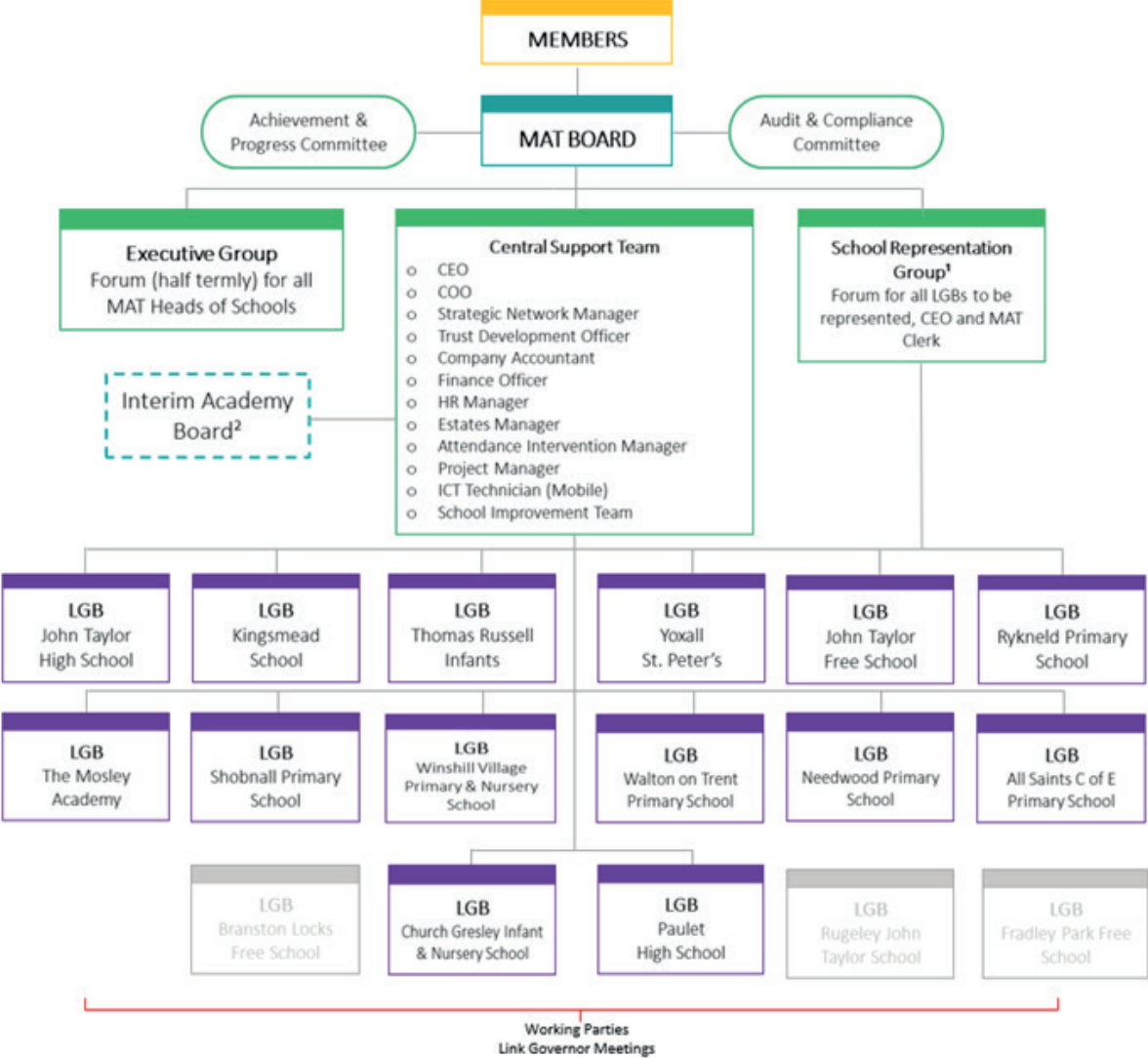
This statement is at the heart of the John Taylor story. We are driven to ensure that our communities can realise their true potential through learning. This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve.

Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

Our commitment to developing provision, improving learning and achieving greater outcomes within and across our schools is set out in the core objectives for the Trust:

- A. Children and young people are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom. Our schools' curricula enrich and inspire more than those found elsewhere.
- B. Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- C. Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- D. Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work which is underpinned by evidence-informed best practice, in a context of effective support and challenge. Impressive and ambitious people aspire to work for JTMAT.
- E. Individuals are recognised and valued by our academies, and the Multi-Academy Trust, where we place high value on the physical and mental health and the wellbeing of all with whom we engage.
- F. Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- G. Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- H. Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- I. Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection

JTMAT Organisation Structure



¹ Two non-executive Directors approved from this group to serve fixed term tenure on MAT Board. Constituted upon addition of next School into Trust.
² Structures established for school requiring governance outside LGB structure (responsible directly to MAT Board).

Covering the districts of East Staffordshire, Cannock, Lichfield, Tamworth, North Warwickshire and Nuneaton and Bedworth, the John Taylor Teaching School Hub is based at John Taylor High School, an Outstanding 11-18 school near Burton on Trent, and part of John Taylor MAT. Through high-quality service and the forging of local partnerships, we have established a strong track record of, and reputation for, providing exceptional professional development and support for teachers and leaders.

In joining us, colleagues place themselves at the forefront of national education innovations, initiatives, and bespoke, quality professional development by working in a Trust of schools that are part of a DfE designated Teaching School Hub. A range of opportunities become available for staff to develop personally and professionally as teachers and leaders, through access to, and possible facilitation on, a diversity of CPD programmes and work in partner schools to ensure the provision of a high quality 'golden thread' of professional development for colleagues at all career stages, working in all phases and sectors of education.

Our Teaching School Hub affords staff in our partner schools numerous opportunities, whether that be involvement in training the next generation of teachers, facilitating National Professional Qualifications to train middle and senior leaders, participating in exciting research and development projects or being able to study for a Masters-level qualification. The opportunities are extensive and include:

<p><i>Initial Teacher Education (JT SCITT)</i></p>	<p>As a Teaching School hub, we are able to build on our success and expand our provision, reaching out and developing partnerships with more schools across East Staffordshire, Lichfield, Tamworth, Cannock, North Warwickshire, Nuneaton and Bedworth. The John Taylor SCITT works with over 60 local schools and offers Primary and Secondary Initial Teacher Training courses. Many staff from across JTMAT schools share their expertise on these programmes and act as Mentors and Subject Pedagogy Tutors to our trainee teachers.</p>
<p><i>The Early Career Framework</i></p>	<p>The content of the ECF has been designed to build upon, and complement, Early Career Teachers' initial teacher education. It is intended to support ECTs to develop in five core areas: Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviour. We are delivering a fully funded Full Induction Programme developed by Educational Development Trust, in partnership with Sheffield Institute of Education part of Sheffield Hallam University. Opportunities available for staff include in-school ECT Co-ordinator and Mentor roles and ECF facilitators for the Teaching School Hub.</p>
<p><i>National Professional Qualifications</i></p>	<p>The John Taylor Teaching School Hub will be delivering National Professional Qualifications in partnership with our chosen Lead Provider, Ambition Institute. We will be delivering a suite of five NPQs including Leading Teaching, Teaching Teacher Development, Leading Behaviour & Culture, Senior Leadership and Headship. There are opportunities for John Taylor MAT staff to train as a Visiting Fellow with Ambition Institute and develop current and future leaders from across Staffordshire, Warwickshire and the West Midlands.</p>
<p><i>Continued Professional Development</i></p>	<p>We also offer a range of bespoke CPD programmes to meet the needs of teachers, leaders and support staff in our region. All our CPD is high-quality and evidence-based, focusing on developing the quality of provision for Early Years, Primary, Secondary and Special School settings. It is complementary to ITT, ECF and NPQ content and underpinned by and meets the Standard for Teachers' Professional Development. We source the best facilitators to support us to deliver this training and a range of opportunities are available for staff to develop their skill sets, knowledge, facilitation experience and leadership of others to make an impact beyond their own settings.</p>

Our Vision for the Free School

John Taylor Multi Academy Trust wishes to build on the success of its schools – both primary and secondary - and use their expertise and educational leadership in the area to replicate many of the key areas of the curriculum in a new primary free school built in the centre of a large new housing development of both owner occupied and social housing.

The village of Fradley boasts a vibrant and active community, where many social activities take place in the village hall and church. We are looking to extend and enhance the opportunities available for local residents both existing and new. Our knowledge of the cohort is limited to the uniqueness of the school being in a new housing development, but we are aware that this will be a diversity of people from across the area who will need to be led and moulded into a strong and resilient community, and young children will be at the heart of that community for a generation. Our knowledge of the area as highlighted in section above will be helpful in establishing relationships and developing our unique school. The Trust as a confident community hub will enable people moving into these new houses to work together to build a highly educated, cohesive and welcoming community. The Trust will encourage a wide range of groups such as cubs/brownies, sports clubs and community groups to use the school facilities to enable all age groups to come together. The Trust will facilitate summer schools, weekend activity courses and an adult and parent education offer (to be determined by the needs of the community subsequently) to enable the whole community to learn new skills and knowledge. The Trust understands the commitment to its residents and will work in partnership with Fradley and Streethay Parish Council.

The Curriculum will mirror many of the successes of the broad and balanced curriculum on offer at the other MAT primary schools within the Trust, but will also build on the Ofsted-praised 'STRIPE' (Self-Manager, Team Worker, Reflective, Innovate and Create, Participate, Enquirer), skills curriculum developed at John Taylor High School that enables children to become independent learners with excellent attitudes to their own learning. The new free school will replicate and further enhance the heritage of leadership development evident at John Taylor High School, and will promote within and beyond the taught curriculum the skills and personal attributes required to be a successful leader, and ensure that opportunities to demonstrate and hone these skills and attributes are plentiful – from Nursery to Year 6.

The new Fradley Primary School will work closely with the Trust's family of schools. The Trust's primary schools (and those due to join soon) collaborate extensively, and the addition of a new primary school into the Trust and the locality will create new and exciting opportunities for innovation and the sharing of best practice across schools. The Trust has developed cross-schools leadership groups where leaders from all schools meet to share practice on safeguarding, SEND, Pupil Premium, assessment monitoring and reporting, all which are having a positive impact in our schools. The use of experts within schools to support and mentor staff from other schools within the Trust has had a positive impact on standards and outcomes for pupils.

All schools, including John Taylor High School, work positively together – and the development of a leadership curriculum, together with the "STRIPE" skills curriculum, will provide a clear focus to ensure that all local schools in the Trust are working together in the new school, irrespective of their phase.

The Trust already has strong relationships with business, universities, hosts (via John Taylor High School) the National Forest Teaching School Alliance [now superseded by the John Taylor Teaching School Hub, and augmented by the Staffordshire Research School] and runs its own Secondary SCITT, with a primary SCITT being developed for September 2018 [now a longstanding and successful feature of our provision]. We will use these relationships and this expertise to ensure our children, whatever their background, achieve their very best. The Trust has already been praised for its work with pupil premium students and intends to develop this strongly in the new primary free school. 2 [now three] members of the Trust are trained to deliver pupil premium reviews which will add a rigorous approach for this group of children from the start.

The school will:-

- Have an inclusive approach that offers the best education for all local 3-11 year olds.
- Be non-selective, welcoming children of all faiths, social, ethnic and cultural backgrounds.
- Offer a broad, balanced, high quality curriculum, underpinned by exceptional support, care and guidance.
- Be a learning hub for the wider community, seeking to contribute to cohesion in an area of new housing development with limited alternative local amenities. Referencing the Fradley Neighbourhoods Plan 2017-2029, we would welcome the opportunity for the school to be used in the first instance to support some of the gaps identified such as a Library and inside sporting area.
- Work effectively alongside the many neighbouring schools, both primary and secondary, but especially St Stephens Primary School which we would seek to work very closely with.
- Equip its children with the knowledge, experiences, skills and attributes to enable success into the next phase of their formal education and beyond.
- Further the innovative culture of John Taylor Multi-Academy Trust, through the extension of our strengths: the achievement and progress of the most able, the acquisition of key learning skills, and the development of leadership attributes and experiences – both within and beyond the taught curriculum



Free School Aim and Ethos

“We believe in the power of education to improve lives – and the world.” This statement, at the heart of John Taylor Multi-Academy Trust, will also be at the heart of the curricular and extra-curricular provision offered at the Free School. All themes and subjects, and the effectiveness of their delivery, have been constructed to improve the lives, both current and future, of the children we serve, and in so doing enable them to in turn improve the world around them – locally, nationally, and globally.

For all associated with the John Taylor community of schools, including the Free School, the above aim can only be realised if all work together, drawing on one another’s talents and aptitudes, and setting individual and collective aspirations beyond our expectations. The ethos of rejecting complacency and mediocrity will be at the heart of the Free School’s values, and will percolate through our curriculum, pastoral care and behaviour management, and into the wider opportunities of leadership and challenge to the most able we will be presenting young people with throughout the eight years they are at the school.

We will replicate this aim and ethos in the Free School, believing that it is as relevant in the context of the new community we will serve.



Curriculum Aims of the Trust and the focus at primary level

All phases of the school will follow the appropriate National Guidelines, which are the Early Years Foundation Stage (EYFS) and The National Curriculum for KS1 and KS2.

The Foundation Stage (Nursery and Reception) will follow a curriculum designed to build on the children's knowledge and interests and will prepare them for the National Curriculum to follow. This Foundation Stage curriculum is based on three prime areas of learning and development:



Communication and language



Physical development



Personal Social and emotional development

and four specific areas:



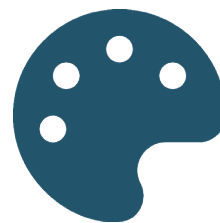
Literacy



Mathematics



Understanding of the world



Expressive arts and design

We would deliver these areas with a belief in the three themes of EYs: The Unique Child, Positive relationships, Enabling Environments which if established will lead to learning and development.

Forest School



The Forest School process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually.

The Forest School Association

The Free School's curriculum will be developed and led by the outstanding project team based on a Forest School Ethos, a desire to develop the leaders of the future and the National Curriculum and Early Years Foundation Stage Curriculum.

We are fully committed to the benefits of adopting a Forest School Approach throughout the school as a vehicle for teaching and learning.

Forest School is an innovative and inspirational educational approach to outdoor play and learning, that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. We aim to use the land around the school site and plant trees and hedges with the support of the National Forest to carry out our learning and teaching.

By participating in engaging, motivating and achievable tasks and activities in a woodland environment each pupil will have an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through self-awareness will be developed to enable children to reach personal potential. This learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference.

This will be aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.

Forest Schools has demonstrated success with children of all ages who visit the same local woodlands on a regular basis and through play, who have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Children at our school will use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.

Our Forest School will aim to develop:

- Self-Awareness
- Self-Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence
- Ability to take risks and experience challenge
- Ability to explore and discover and experience success
- A strong, positive relationship with the natural world

Our Forest School, through its application of accelerated learning techniques will create a unique learning vehicle that will be used to encourage our pupils and their families to utilise their unique local open space for interactive play, health, recreation and personal development uses. The approach will help to bring this new community together.

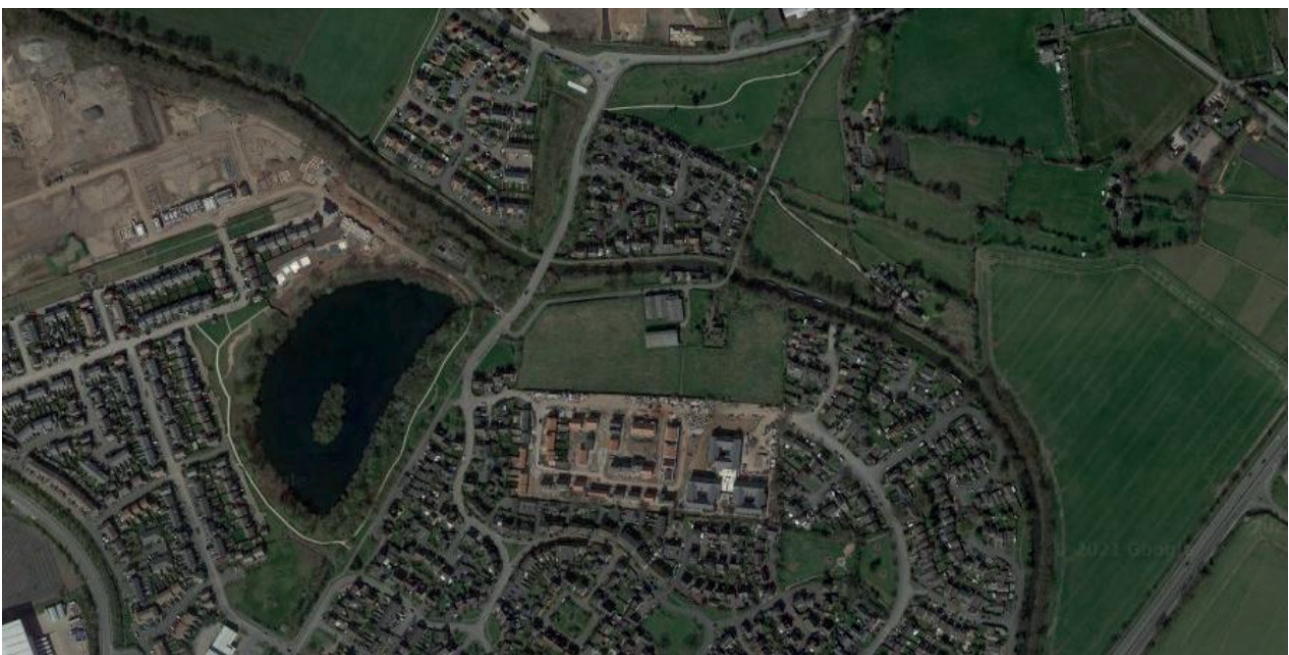


Forest School Delivery

It is envisaged that all pupils in nursery and Reception will have daily opportunity to learn in this way with all staff in Early Years to be fully qualified to lead Forest School. In Key Stage 1 and 2 pupils will have at least 4 of their learning sessions a week delivered through this model, with half the staff over the first 3 years becoming fully qualified. Materials and equipment will be budgeted for as well as loaned from nearby schools. 3 of our schools have fully trained leaders who will support staff development in the first 3 years. Humpty Dumpty Day Nursery in Yoxall have 6 trained staff who can train staff to level 4. Equipment can be shared, and good practice drawn on from these 2 settings.

It is envisaged that while waiting for trees and shrubs to grow around the new school site other forest school activities with brought in natural resources would be planned.

Local green areas in Fradley can be used for these activities such as the open space at the front of Wyndam Wood Close, which has maturing Oaks, Hawthorns, Sycamores and Horse Chestnuts. The Statfold Lane small open space and Fradley Wood on Gorse Lane with its abundance of flora and fauna can be used for these activities. The wood which contains Silver Birch, Oak and elder trees is the only natural woodland remaining in Fradley and would be a huge asset in our delivery of Forest School. Fradley has farmland and a nature reserve which can be investigated further. The village has a wealth of areas which would lend themselves to the safe delivery of Forest School learning.



Pupil Leadership - STRIPE

The School will develop an expertise in Leadership at primary level with pupils playing a key role in leadership in the community and the school.

In addition to the core curriculum offer, all children from Nursery to Year 6 will be offered opportunity to develop their leadership skills. The school will promote the importance of the development of personal qualities and skills of our children which will enable them to become the leaders of the future.

The development of 'leadership' within the school will be based on important life skills and will dovetail into the 'STRIPE' system John Taylor High School:

"STRIPE" at John Taylor High School [and John Taylor Free School since 2018]

The curriculum at the primary school would seek to dovetail extensively on a thematic model created in-house at John Taylor High School ('STRIPE' – Self Manager, Team Worker, Reflective, Innovate and Create, Participate, Enquirer). The STRIPE programme achieves the following outcomes at John Taylor:

- significant impact on student 'readiness' for the secondary curriculum
- more cohesive student interactions as they integrate from up to twenty different local primary schools
- enables students to focus on skills development as much as knowledge and understanding
- heightens appreciation of the links between subject areas across the curriculum
- raises levels of participation, via the 'passport' of competencies that compels all to engage
- improves levels of enjoyment in learning
- provides stretch and challenge for children of all abilities and aptitudes

However, unlike some 'blended' learning/topic-based study, STRIPE achieves the above without compromising the academic and assessment rigour of a traditional subject-by-subject offer.

STRIPE works by delivering content in several subject areas around a central theme. These themes provide the opportunity to deliver the subject content within a real-world context. Subjects are linked within a theme and each subject has a programme of study that allows pupils to develop their knowledge and understanding of relevant aspects of the curriculum. In order to develop the six STRIPE areas, each theme provides explicit opportunities to develop a particular skill.

Progress of pupils' knowledge and understanding is tracked though demonstrating competence across a series of age appropriate knowledge statements. This assessment is linked to current National Curriculum. Skills competence is monitored in a similar fashion allowing pupils to demonstrate Bronze, Silver, Gold or Platinum skills level.

Pupil Leadership - Development

Leadership skill		Desired outcome Children will be:	Curricular opportunities	Co-curricular opportunities
1	Respect	Respectful to others at all times	<p>All curriculum areas will plan for these skills to be incorporated throughout the year.</p> <p>Science experiments, maths challenges, group drama and PSHE work are just some of the examples where the skills can be taught and practiced.</p> <p>Teachers will give children the opportunity to lead groups, present their work to others, solve problems and find answers, all the time developing the stage of leadership they are at.</p> <p>Subject leadership roles will include:</p> <ul style="list-style-type: none"> • Music monitor (all year groups) • Librarian (all year groups) • Sports councillor (all year groups) • Reading Buddies (KS 1 & 2) <p>Non-curricular leadership roles will include:</p> <ul style="list-style-type: none"> • School councillor (all year groups) • Welcoming ambassadors, for children new to the school (all year groups) • Playground buddy (KS2) • Gardening leader (all year groups) • Young leader (KS2) • House captain (all year groups) • Prefect (KS2) 	<p>All activities outside the classroom will support the key skills. These will include at least 1 lunch time club each week for each child. The selection of clubs will be interest driven and will include various sports, music, the arts, reading and coding.</p>
2	Negotiation	Problem solvers and conflict managers		
3	Positive thinking	Inspire positivity in others		
4	Good work ethic	Hard working at all times		
5	Confidence	Happy with their own abilities and choices		
6	Team work	Able to work with and alongside others		
7	Perseverance	Never give up		
8	Good listening	Able to listen to the points of view of others		
9	Good speaking	Able to talk with adults and children in an appropriate way.		

All activities outside the classroom will support the key skills.

These will include at least 1 lunch time club each week for each child. The selection of clubs will be interest driven and will include various sports, music, the arts, reading and coding.

Advertisement



Headteacher Designate Vacancy
Salary L11 – L17 (£54,091 - £62,570)
Full-time. Start date 25th April 2022

It is with a sense of huge excitement and great pride, that we introduce the latest member of the JT MAT family of schools.

Several years in the planning, we aim to incorporate many of the features of John Taylor MAT that have become a hallmark of its success: challenging the most able, outstanding quality of teaching, a taught curriculum of 'gold standard' content and skills, and an enrichment offer and pastoral system we believe is second to none.

You could be sharing in the excitement of school improvement if you think you've got the leadership qualities, vision, and enthusiasm to take us from pre-opening to an 'outstand-ing' provider. You will be encouraged by a strong local governing body and an ambitious, forward-thinking MAT Board with a determination for excellence as you develop our proposals into reality.

If you are at the time in your career when you feel ready for such a challenge, we need to hear from you. To download an application pack please visit <https://jtmat.co.uk/vacancies/> Completed packs should be returned to - recruitment@fps.jtmat.co.uk

Closing date for applications 9am Friday 15th October 2021
Interviews will be held on Wednesday 20th October 2021

*This Trust is committed to safeguarding and promoting the welfare of children and young people/ vulnerable adults and expects all staff and volunteers to share this commitment
An enhanced disclosure check will be a requirement of the post.*

Job Description

Salary grade: Salary L11 – L17

This job description may be amended at any appropriate time, following consultation between the CEO and Headteacher. It will be reviewed annually and performance management objectives will be agreed.

Core of the post

The Headteacher will support the CEO, the Local Governing Body and the Trust Board, in providing professional leadership for the school which, in turn, secures success and improvement, ensuring high quality education, improved standards of learning and achievement for all students.

- To lead school improvement through the championing of outstanding teaching, learning, and assessment.
- To contribute to and also provide leadership and management of the senior leadership team, staff and students.
- To ensure a high quality school experience for all students, securing desired outcomes.
- To implement as positively and fully as possible the vision and key objectives of John Taylor Multi-Academy Trust.

General duties and responsibilities

To carry out the duties of a Headteacher as set out in the School Teachers Pay and Conditions Document.

Strategic direction and development of the school

The Headteacher, working with the CEO, governors and senior leadership team will contribute to the development of a strategic view for the school in the community and analyse and plan for its future needs and further development. This will be undertaken within the context of, and supporting, the MAT's Strategic Plan.

The Headteacher will contribute as the lead member of the senior leadership team to the establishment of a shared vision for the school; the support and continuation of the academy ethos which promotes effective teaching and learning, which sustains improvement in the development of all students; and the development and implementation of a strategic plan.

The Headteacher will be an ambassador for the school and the Trust in the wider community, ensuring that the school is the preferred choice for local parents. They will skilfully and continually enhance the school's reputation both directly (through marketing and promotion) and indirectly (through school improvement).

Strategic direction and development

1. To continue to develop, promote and ensure implementation of the school improvement plan across the school.
2. Produce short, medium and long term plans to develop the academy in relation to:
 - the aims of the school and its policies and practices
 - targets for realistic but challenging improvements
 - personnel policies and deployment
 - the leadership and management of the middle leadership team.
 - Quality Assurance.
3. Monitor the progress made towards achieving the targets and plans set and use this information to plan future developments.

Teaching and Learning

The Headteacher as the lead member of the senior leadership team, together with the CEO, Primary School Improvement Partner and local governing body will seek to secure and sustain effective teaching and learning, monitor and evaluate the quality of education and standards of students' achievements, and use benchmarks and set targets for improvement.

- Plan and monitor the teaching and learning across the school.
- Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning within their curriculum areas and communicate this to students.
- Support and provide guidance for colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.
- To help to establish and implement clear policies and practices for assessing, recording and reporting on student achievements in line with academy policy.
- Evaluate the teaching within all curriculum areas in the school; use this analysis to identify effective practice and areas for improvement.

Take appropriate action to improve further the quality of teaching within any curriculum area when required.

Efficient and effective deployment of staff resources

The Headteacher as the lead member of the senior leadership team will deploy staff and resources efficiently and effectively in line with the Trust's vision and strategic plan.

Leading and managing staff

- Lead (as required, under the direction of the CEO) the whole staff.
- Lead the middle leader group.
- Further developing the positive and professional culture within the school.
- Support and challenge colleagues throughout the school, recognising their achievements and holding them to account where necessary.

Recruitment

The Headteacher will work with the CEO and governors and senior colleagues to recruit staff of the highest quality, deploying and developing staff effectively to improve the quality of education.

Manage resources

The Headteacher will contribute to the budget setting process as a member of the leadership team and governors' Managing and Organising Committee.

This will be done by:

- Setting appropriate priorities for expenditure.
- Allocation of funds.
- Effective administration and financial control.
- Monitoring and review of resources in order to improve the quality of education and students' achievement.
- Ensuring value for money.

Accountability

The Head Teacher as a lead member of the senior leadership team will account for the efficiency and effectiveness of the school to the CEO, governors and trustees, students, parents, staff and other members of the local and wider community. This will include effective communication, advice to governors and the Trust Board, and accountability for school performance.

Specific responsibility as the lead member of the senior leadership team

- Lead member of the academy leadership team.
- Governor support/link.
- Personnel issues.
- Middle Leader management.
- Analysis and presentation of examination data and student progress measures.

Other professional requirements

- To play a full part in the life of the academy, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To contribute positively and collegially to the MAT's Executive Group
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To undertake any reasonable request of the CEO and accept any reasonably delegated additional responsibility from the CEO.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may be identified.

Job Specification

ESSENTIAL REQUIREMENTS	
<p>Education and Training</p> <ul style="list-style-type: none"> a) Qualified Teacher status b) At least 3 years' experience at senior management level. c) NPQH or willingness to undertake. d) Leadership training, NCSL etc. e) Completion of appropriate Child Protection training or Designated Senior Person training 	<p>Application form</p>
<p>Relevant Experience</p> <ul style="list-style-type: none"> a) Wide experience of leadership role in primary context. b) Wide experience of delivering in-service training and leading whole school training. c) Evidence of personal continued professional development. d) Have a proven track record of managing change successfully. e) Have a proven track record of leading school wide success. 	<p>Application form Interview</p>
<p>Aptitude and Skills</p> <ul style="list-style-type: none"> a) Ability to provide leadership, guidance and direction in a whole school context. b) Ability to demonstrate an awareness and understanding of the 'bigger picture' and the work at headship/senior leader level. c) Ability to inspire and influence people. d) Ability to share knowledge and demonstrate outstanding practice in relation to pedagogy across the whole school. e) Ability to communicate effectively and understand the views of others. f) The ability to make decisions and see a project through. g) Willingness to contribute to enrichment activities and lead intervention projects. h) Ability to accurately assess the quality of learning and teaching. i) Ability to analyse and use school performance data to set targets and raise standards. j) Excellent financial skills and management of school budgets to meet the strategic aims of the school. 	<p>Application form Interview References</p>

ESSENTIAL REQUIREMENTS

Knowledge

- a) A knowledge and understanding of current practice leading to success.
- b) A knowledge of effective strategies used to achieve outstanding outcomes.
- c) A deep understanding of how students learn.
- d) How to successfully lead and manage a wide range of teams.
- e) In depth knowledge of the school organisation in an academy context.
- f) In depth knowledge of the current requirements across EYFS, KS1 and KS2.

Application form
Interview
References

Personal Attributes

- a) To be approachable, caring and sympathetic to the needs of individuals within the school community.
- b) To be honest and trustworthy.
- c) An ability to inspire young people.
- d) A belief that school can make a difference.
- e) An educational philosophy which is broad, inclusive and student centred.
- f) A willingness to take a leading role in the school's student support development.
- g) The willingness to 'go the extra mile' when required.
- h) A team player.

Interview
References

Application Guidance

Vacancies with JTMAT are advertised on our website <https://jtmat.co.uk/vacancies>

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in 11 font.

Please note: CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.

Please send your application form and letter of application (if required) to the email address specified by the date and time specified in the advert. Applications received after the closing date/time will not be considered.

After submitting your application

Please note if you have not received communication from JTMAT inviting you for interview within 10 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Please note: JTMAT does not provide feedback to applicants who have not been shortlisted for a post.

Safeguarding

JTMAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



Fradley Park Primary & Nursery School
C/o John Taylor MAT
Branston Road
Tatenhill
Staffordshire
DE13 9SA

E: recruitment@fps.jtmat.co.uk

