



Keys

Co-operative Academy Trust

Recruitment Pack

Headteacher

Heybridge Co-operative Academy

Academy: **Heybridge Co-operative Academy**

Location: **Heybridge**

Position: **Headteacher**

Pay Range: **Leadership (L21-L27)**

Start Date: **Spring 2023** (but for the right candidate a start date can be negotiated)

Contract Type: **Permanent**

Applications Close: **1st July 2022**

Shortlisting date: **TBC**

Date of Interviews: **TBC**



Welcome

Dear candidate,

Thank you for your interest in this role with Keys Co-operative Academy Trust.
I am delighted that you are interested in applying to join our team.

All our schools cater for pupils with high level needs and with this comes additional challenge therefore we are looking for candidates who can demonstrate resilience, compassion and a positive solution focussed attitude to providing high quality learning and support to the young people in our school. The successful candidate will need to demonstrate successful leadership experience of managing teams and achieving outstanding outcomes for pupils.

We are a Co-operative Academy Trust based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity and we expect these values to be modelled by all our staff. The successful candidate will be joining us at an exciting time in the development of the Trust as we embark on designing and building or extending premises in Colchester, Heybridge and Clacton. Joining us at this stage offers the opportunity to be part of this process and contribute to decision making so that we can cater more effectively for the needs of the most vulnerable pupils in Essex.

I hope this recruitment pack gives you the information you require to complete your application.

Philomena Cozens,
CEO



PHILOMENA COZENS, CEO



About us

Keys is a small Trust located in Essex, currently comprising of two Alternative Provision schools covering North-East and Mid Essex and a Special School in Brentwood. We were established in September 2017 as a Co-operative Academy Trust, which means we adhere to Co-operative values which guide and inform the ethos of all of our schools.

This information booklet has been put together to provide you with some of essential information about our Trust. You can find out more about our Trust and individual academies by visiting the following websites:

www.kcat.co.uk

www.heybridgeca.co.uk

www.neeca.co.uk

www.endeavourca.co.uk



Our Mission

Our mission is to provide exemplary opportunities for all young people in our schools and to ensure that all our students leave school equipped with the skills they need to lead fulfilled and productive lives.

We hope to achieve this through our vision and values

VISION

Our vision is to ensure that all our schools are at least “Good” and that all members of our Trust model Co-Operative values. We will achieve this by:-

- Ensuring that all employees at our schools consistently deliver exemplary standards within their roles
- Ensuring that all employees at Trust schools act as advocates and champions for our students
- Acting in partnership with local schools and the Local Authority to secure the best outcomes for our students
- Being dedicated to identifying and overcoming barriers to learning faced by our students
- Providing high quality support to students and their parents or carers
- Encouraging all students to develop positive self-expression
- Providing a broad and balanced curriculum suited to the needs of all students
- Being the employer of choice by providing a high standard of staff development and well being
- Creating a genuine learning community which includes students, staff, parents and carers as co-learners

Values

'Great things happen when people co-operate. Through learning we empower and inspire individuals, co-operatives and communities to use co-operative values and principles to build a fairer world.'

✓ SELF-HELP

We encourage all within the Trust to help each other, by working together to achieve shared goals.

✓ SELF-RESPONSIBILITY

We encourage all members of the Trust to accept responsibility for themselves and others.

✓ DEMOCRACY

We give everyone a say in the way we run our Trust.

✓ EQUALITY

We ensure that everyone enjoys equal rights and benefits.

✓ EQUITY

We will treat everyone fairly.

✓ SOLIDARITY

We are committed to supporting each other.



Job Description

The Board of Trustees at Keys Co-operative Academy Trust are seeking to appoint a new Headteacher at Heybridge Co-operative Academy. This post will provide an excellent opportunity for a colleague keen to join a young Trust with ambitions to improve the life chances of young people who have experienced disruption in their education.

For more information about the school please visit www.heybridgeca.co.uk



Job Description Continued

KEY PURPOSE

To provide professional leadership and be responsible for the day to day efficient management of Heybridge Co-operative Academy

Through perseverance and commitment, develop an ethos of integrity, compassion and tolerance throughout the community, which values self-esteem alongside respect for others

To maintain high morale and to set an example of professionalism, high quality performance and leadership

Develop in all pupils and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world

Enhance opportunities through partnerships between parents/carers, pupils, staff, the local community, colleges, partners, other schools and voluntary organisations.

Continue to maintain the distinctive individual ethos of Heybridge Co-operative Academy

To work in partnership with the headteacher at North East Essex Co-operative Academy and other Head Teachers within the Trust.

To promote and maintain Co-operative values in line with the Keys Co-operative Academy Trusts Vision.



Job Description Continued

KEY PRIORITIES

Lead the school to ensure learners achieve the best possible results academically and personally with regard to the school values

With the CEO, ensure that the strengths of the school and the improvements in standards are well understood by staff, parents and local partner schools

KEY RESPONSIBILITIES

The headteacher shall carry out his/her professional duties in accordance with and subject to the conditions of Appointment of Headteachers as set out in the School Teachers Pay and Conditions document. These are overriding and cannot be amended

To be responsible for the day to day management, control and operation of Heybridge Co-operative Academy.

Strategic Direction and Shaping the Future in conjunction with the Trust vision
Work within the school community to translate the schools vision into agreed objectives that promote and sustain school improvement

Motivate and work with others to create a shared culture and positive environment
Implement the School Development Plan ensuring that pupils achieve high standards and that teaching is effective

Ensure that the day to day management of the school, including finance and administration, supports Heybridge Co-operative Academys policies, its vision and aims

Work with the Heads of North East Essex Co-operative Academy and The Endeavour Co-operative Academy to realise the vision, aims and priorities of all schools



Job Description Continued

LEADING LEARNING AND TEACHING

Support and monitor the delivery of an appropriate, comprehensive, high quality and cost effective curriculum in the school suited to the needs of the pupils

Actively monitor and respond to the curriculum development and initiatives at national, regional and local levels

Monitor, evaluate and review classroom practice, ensuring accountability of staff for the progress of their pupils

Maintain a consistent and continuous focus on pupils achievement, ensuring resources are deployed to enhance progress

Organise and monitor the curriculum in line with Heybridge Co-operative Academy priorities, vision and ethos, evaluating its effectiveness and reporting findings to the CEO and Local Governing Boards

Monitor the quality of teaching and pupils achievements including the analysis of performance data, to ensure enhanced progress and to support staff in performance management processes

Develop links with parents, other schools, educational establishments and the wider community in order to enhance learning, teaching and pupil progress

Monitor, manage and evaluate groupings of children to ensure enhanced progress



Job Description Continued

DEVELOPING SELF AND WORK WITH OTHERS

Regularly review own practice and take responsibility for own personal development

Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews

Treat people equitably with dignity and respect to create and maintain a positive school culture

Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work

Acknowledge responsibilities and celebrate achievements of teams and individuals to ensure a positive successful culture across the whole school

Build a collaborative learning culture within the school and actively engage with other schools/stakeholders to build effective learning communities

Manage own workload and that of others to allow an appropriate work/life balance



Job Description Continued

MANAGING THE ORGANISATION

Develop and implement organisational structures and procedures to enable management processes to work effectively in line with legal requirements

With the CEO produce and implement clear, evidence based school improvement plans and policies for the development of the school

Assist the CEO in recruiting, retaining and deploying staff appropriately and assist in managing the staffs workload to achieve the schools vision and goals, linked to the schools strategic development plan

Implement effective performance management processes, including capability procedures
Ensure the Performance Management process is carried out to a high standard for all staff in the Academy

Report to the CEO on Performance Management outcomes, with action plans to ensure staff are fully supported in the Performance Management process

Manage the school environment efficiently and effectively in conjunction with the Trust to ensure that it meets the needs of the curriculum and health and safety regulations

Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money



Job Description Continued

SECURING ACCOUNTABILITY

Fulfil commitments of contractual accountability to the CEO and the Local Governing Board

Work with the CEO and the Local Governing Board providing information, objective advice and support to enable the school to meet its responsibilities

Develop and further strengthen the school ethos to enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes

Ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review

Develop and present a coherent and accurate account of the schools performance to a range of audiences including the CEO, Local Governing Board parents/carers, referring schools and the Local Authority





Job Description Continued

STRENGTHENING COMMUNITY

Build a school culture and curriculum which take into account the richness and diversity of the schools communities

Ensure learning experiences for pupils are integrated with the wider community, and that some of these are community based

Collaborate with other agencies to promote academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families

Create and maintain an effective partnership with parents and carers to support and improve pupils achievement and personal development

Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its value to the wider community

Co-operate and work with relevant agencies to protect children

NATIONAL STANDARDS FOR HEADTEACHERS

The headteacher will carry out his/her professional duties in accordance with, and subject to the National Conditions of Employment for Headteachers, and Education and Employment legislation

The headteacher is accountable to the Local Governing Board and CEO for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Local Governing Board and the Trust shall make
This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder professional responsibilities and duties



SAFEGUARDING

Keys Co-operative Academy Trust (KCAT) is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

Keys Co-operative Academy Trust is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation. The information below provides pre-employment screening guidance for candidates applying to this job at Keys Co-operative Academy Trust.

Pre-Employment Checks appropriate to this Job Profile:

- Identity
- Medical Screening
- References
- Qualifications
- Prohibition from Teaching
- Self Disclosure
- Enhanced DBS Check
- DBS Barred List Check
- Keys Co-operative Academy Trust LADO Safeguarding Checks
- Right to work in the UK
- Individuals who have lived outside the UK
- Childcare disqualification check
- S128 Direction Check



Person Specification

QUALIFICATIONS

Essential:
Qualified Teacher Status.

NPQH or working towards NPQH or a similar qualification in Leadership and Management (for a first time Head Teacher)
Have a Good Honours or Masters Degree

Evidence of recent successful Head Teacher / Deputy Head Teacher or Assistant Head Teacher experience in a PRU/Mainstream, with a minimum of 2 years experience in that role.

Desirable:
Be trained and experienced in assessment procedures.
Have a relevant qualification in SEND

EXPERIENCE & KNOWLEDGE

Essential:
Evidence of appropriate preparation for headship through keeping abreast of current educational developments on both curricular and managerial issues through further recent study (preferably on-going study) and further professional qualifications.
Knowledge of the headteachers role in monitoring and appraising whole-school performance.
Ability to implement an effective system for school self-evaluation to achieve school improvement priorities.
Experience of planning, managing promoting and delivering staff development.
Experience of the use and application of ICT for school management.
Have a clear understanding and vision of the needs of SEMH pupils, and strategies that will achieve effective teaching and learning.
Relevant, broad and successful teaching career with pupils with special educational needs and in more than one establishment.
Excellent classroom management and practice.
An understanding of key contemporary education issues. Knowledge and experience of current strategies in relation to School Improvement, Target Setting, Literacy, Numeracy and ICT development.
A detailed knowledge of the structure and content of the National Curriculum, including a commitment to maximising the educational opportunities of all pupils.
Experience of working in close partnership with a Governing Body or Board of Trustees
Preparation and planning for Ofsted inspection and post Ofsted action plans, including evidence of Ofsted inspection achieving at least good.

Desirable:
Evidence/experience of the management of change.
Knowledge of and experience of working with pupils with statements of special educational needs of EHCP, and Inclusion issues, and experience of implementing One plans
Recent experience of managing a School.
Experience of working with and alongside external agencies including health professionals.

SKILLS & ATTRIBUTES

Essential:
A proven ability to promote a positive ethos within the school community
A good health and attendance record.
A caring pastoral attitude towards staff and pupils.
The ability to build and sustain effective working relationships.
A good communicator
Ability to motivate and maintain morale
Resilience and a sense of humour

Desirable:
Experience or training in Trauma Perceptive Practice (TPP)





KEY INFORMATION SHEET

This sheet sets out the key information for any candidates applying for posts with Keys Co-operative Academy Trust. Please read this information carefully and retain this sheet for reference during the application process.

APPLICATION PROCESS:

Applicants must complete the application form and submit it to the HR Department by no later than the advertised closing date. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

SELECTION PROCESS:

Applications will be ranked against the person specification for the role.

All shortlisted applicants will be subject to:

1. A minimum of one face to face interview with the selection panel
2. A skills related task / assessment or observation

SHORTLISTED CANDIDATES:

Applicants who have been shortlisted for the post will be notified within 7 days of the closing date.

Keys Co-operative Academy Trust will only contact shortlisted applicants and therefore if you have not received any communication within 7 days your application has not been successful on this occasion.

Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

Keys Co-operative Academy Trust may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school.

PROBATION

All individuals new to employment with Keys Co-operative Academy Trust will be required to satisfactorily complete a six month probationary period.

TERMS AND CONDITIONS

Hours per week: **32.5**

Initial working pattern: **Monday to Friday**

Working weeks per year: **52.14**

Full time equivalent salary: **£69,031 to £79,958 (LD21-27)**

Actual salary: **£69,031 to £79,958 (LD21-27)**

Employees are paid monthly in twelve equal months per year.

FURTHER INFORMATION AND SCHOOL VISITS:

Applicants who require further information or would like to visit the Academy should contact our HR department on 01621 861333 ext #203



Recruitment and Selection Policy Statement

1. The Board of Trustees are committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Trust Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to any s128 directions preventing you from holding a management position within a school
 - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.



Keys Co-operative Academy Trust is a charitable company limited by guarantee registered in England & Wales.

Company Number: 10831275

Registered Office: Heybridge Co-operative Academy, The Street, Heybridge, CM9 4NB

www.kcat.co.uk