



Grange Academy

**Headteacher
Application Pack**





Grange Academy

Welcome message from the BILTT Trust Board

Chair of Trustees: **Kevin Green**

Bedford Inclusive Learning and Training Trust came into being in December 2016. Our organisation brings together three specialist education provisions: St John's Special School and College, Grange Academy and Greys Education Centre. We offer students from pre-school to 19 the optimum opportunities to achieve their best life-chances possible. This common goal is reflected across a very wide profile of students with additional needs. Our provisions encompass young people who have moderate to complex learning difficulties as well as pupils not currently accessing mainstream education due to health, emotional or behavioural issues.

Over-subscribed, our organisation has acquired a very strong legacy of excellence with specialist provision and training that is recognised locally and nationally. We also offer career progression with the opening of the government commissioned, new BILTT Special Free School for Bedford, in partnership with Bedford Borough Council.

This is a truly exciting time to join BILTT as we build on past success and help shape and improve the future of our borough's most vulnerable young people.

We wish to appoint an ambitious and energetic Headteacher who will work alongside the Senior Leadership Team to establish and maintain a culture of excellence within Grange Academy, and the Trust.

We look forward to hearing from you.



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Headteacher Grange Academy



**Grange
Academy**
Belong • Believe • Achieve

Job Description



JOB DESCRIPTION

JOB TITLE:	Headteacher
GRADE/SALARY:	4HT 7 to 4HT 13 £67,364 - £78,025
DATE PREPARED:	March 2022
REPORTS TO:	The CEO, Governing Body and Board of Trustees

JOB PURPOSE:

We want our pupils to feel a deep sense of belonging, believe in themselves and achieve personal and academic progress. Our staff work in partnership with parents/carers and outside agencies to ensure that every child's needs are met. We are committed to providing the very best bespoke education for our pupils, regardless of their starting points or needs.

As strategic lead at Grange Academy, the Headteacher will provide vision, ambition, leadership and direction, working strategically with all stakeholders to develop outstanding provision, transforming the educational and future life opportunities of all pupils.

MAIN DUTIES AND RESPONSIBILITIES:

- To be the lead professional and positive role model within our community.
- To work to an agreed vision, underpinned by the vision and values of BILTT which will be evident throughout the school.
- To have direct impact in raising achievements to the highest level for all pupils through uncompromising high ambition.
- To lead by example in determining the professional conduct and practice of all staff to the highest standard.
- To enable a climate in the school which encourages all pupils to display exemplary behaviour.
- To be a positive role model in helping others recognise difference and respect cultural diversity.
- To have ambition and seize opportunities for the school to share good practice and expertise, working with colleagues across and beyond the Trust.

QUALITIES AND KNOWLEDGE:

- Hold and articulate clear values and moral purpose, focused on providing dynamic education for the pupils of Grange.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, parents / carers, colleagues, wider stakeholders and the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating BLTT's and national policy into the school's context.
- Communicate compellingly the school's and Trust's vision and drive the strategic leadership, empowering all pupils and staff to excel.

PUPILS AND STAFF:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

SYSTEMS AND PROCESS:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their social, emotional and mental health and wellbeing in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Governors and Trustees to understand their role and deliver their functions effectively – in particular their functions to set Trust and school strategy and to be held to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of pupils' achievements and the school's sustainability.

- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

THE SELF-IMPROVING SCHOOL SYSTEM:

- Create an outward-facing school which works with other schools and organisations within and beyond BILTT - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to service improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education to all.

GENERAL:

- The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
- Carry out your duties with due regard to current and future Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Academy communications.
- As part of your wider duties and responsibilities you are required to promote and actively support responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is about everyone who may be vulnerable, including staff.

This job description is based on The National Standards of Excellence for Headteachers (2015) which defines the high standards expected for all Headteachers within a self-improving school system. The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Trust.

EQUALITY AND DIVERSITY STATEMENT:

The Trust will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The Trust will seek to ensure that no applicant for

employment or education is disadvantaged by conditions or requirements which cannot be justified. The Trust provides an open, welcoming and safe environment for all its students, employees and visitors.

SAFEGUARDING STATEMENT:

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The intention is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

Employees are required to undertake appropriate safeguarding and other checks which may include:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Formal interview process including tasks
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)
- Evidence of satisfactory safeguarding enhanced Disclosure and Barring checks

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role:

- Focus on the requirements to carry out the duties of the job, as described
- Explore issues relating to the safeguarding and promoting the welfare of children, including:
 - Motivation to work with children and young people
 - Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - Emotional resilience in working with challenging behaviours
 - Attitudes to use of authority and maintaining discipline.

PREVENT STATEMENT:

All employees are required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs.

BILTT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, enhanced DBS & health clearance.

DBS Required (please indicate the legal reason for DBS – if in doubt discuss with HR)	<input type="checkbox"/> Not applicable for this post <input checked="" type="checkbox"/> Direct supervised or unsupervised contact with children or vulnerable adults <input type="checkbox"/> Working within Fostering & Adoption Service (Any post) <input checked="" type="checkbox"/> In a position of authority/trust <input type="checkbox"/> Other eg: auditors, solicitors
Work Related Travel (please indicate as appropriate)	<input type="checkbox"/> Occasionally required (ie to travel to bank, other sites etc) <input type="checkbox"/> Ability to travel around the county <input checked="" type="checkbox"/> Provide car for business use
Health & Safety Risk Assessment (please indicate which are applicable)	<input type="checkbox"/> Regular Manual Handling activities <input checked="" type="checkbox"/> Regular exposure to mental pressures and demands <input checked="" type="checkbox"/> Visual Display Equipment – regular use <input type="checkbox"/> Exposure to substances hazard to health <input type="checkbox"/> Exposure to infection <input checked="" type="checkbox"/> (Occasional risk) Risk of verbal abuse <input checked="" type="checkbox"/> (Occasional risk) Risk of physical assault <input checked="" type="checkbox"/> Working alone <input type="checkbox"/> Adverse environmental conditions <input type="checkbox"/> Use of dangerous machinery <input type="checkbox"/> Driving PSV/HGV vehicles





Grange Academy Headteacher



Personnel Specification

Personnel Specification

Candidates should write Section G on their application form based on the Personnel Specification.



		Essential Attributes	Preferred Attributes
1	Knowledge, Education and Training	<ul style="list-style-type: none"> • Qualified teacher status. • Have evidence of recent, relevant CPD to fulfil the requirements of the role. • NPQH or equivalent qualification. 	Post-graduate educational / leadership or management qualification.
2	Aptitudes, Skills and Competencies	<ul style="list-style-type: none"> • Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education. • Willingness to play a senior role in the Multi-Academy trust, contributing to school improvement at other schools within the Trust as well as at own school. • Ability to create and secure commitment to a convincing vision for the school in line with that of BILTT. • Ability to engage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life. • Ability to lead best practice with regard to safeguarding, child protection, safer recruitment and safeguarding policies and procedures. • A team player with strong leadership and empowerment skills. • Ability to create and sustain a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour. • Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts. • Emotionally intelligent and perceptive. • Reliable and trustworthy, adaptable and flexible. • Demonstrate energy, dynamism and resilience through a proactive and positive approach to problem solving. • Ability to work calmly under pressure, prioritise workload and consistently meet deadlines. 	

3	Relevant Experience	<ul style="list-style-type: none"> • Proven and substantial experience of a successful teaching career. • Substantial and successful experience in a senior leadership role (e.g. Head Teacher, Head of School, Acting Head Teacher, Deputy / Assistant Headteacher/Head of School), with broad experience of successful whole school responsibility. • Have experience of leading, developing, delivering and evaluating effective strategies for learners with SEND; in particular MLD and ASC. • Comprehensive knowledge of the schools' Ofsted Inspection criteria and processes. • Experience of strategic planning and review, taking effective decisive action where necessary. • Ability to lead on whole school financial planning which ensures the effective deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability. • Experience of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils. • Ability and commitment to work flexibly and collaboratively as part of a team whilst taking a leading role when required. • Experience of working with professionals and colleagues in other schools and services to improve academic and social outcomes for all pupils. • Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work. • Experience of presenting a clear account of the school's performance to members of the school community, including Governors and Trustees, to enable others to fulfil their responsibilities. 	<p>A successful track record of human and financial resources management.</p> <p>Evidence of recent good/ outstanding Ofsted visit.</p>
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		<ul style="list-style-type: none"> • Experience of developing and implementing clear policies and practices throughout the school, including monitoring and evaluating their impact. • Experience of leading on the implementation of rigorous, fair and transparent systems for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice. • Evidence of leading the effective management of change. • Evidence of working with parents, the community and wider stakeholders as partners in learning. 	
4	Any additional factors	<ul style="list-style-type: none"> • Act as a role model and represent the Trust professionally, both internally and externally. • Understanding and commitment to working in line with legislation and Trust policies and procedures. • This is a customer facing post and the post holder must have the ability to fulfil all spoken aspects of the role with confidence through the medium of English. • Commitment to ongoing personal training and development. • Willingness to work outside of normal school hours as required. 	

We recognise and welcome our responsibility to remove any barriers found in our recruitment and selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please inform us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

BILTT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, enhanced DBS & health clearance.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).



Vision and Values

BILTT's vision is to provide personalised and specialist provision. We believe that every pupil will be inspired and empowered to achieve their full potential.

BILTT is fully committed to improving the life chances of all our pupils. Our range of staff expertise will be shared across our schools via collaborative working to ensure best practice is celebrated and made available to all. The philosophy of school to school support, challenge and collaboration is at the heart of the way BILTT operates and succeeds.

We are compelled to build a secure platform for the academic and social learning of all our Trust's young people, staff and the community we serve by offering a broad, balanced and well-rounded education, in the belief that through shared values and high aspirations our Academies are stronger together. We are committed to helping our pupils to discover, grow and develop their own potential for successful lives.

Our Trustees, Members, Governors and Staff value equal opportunities for all which we aim to provide through:

- An inclusive ethos of respect, tolerance and understanding of others' needs
- The development of pupils' self-belief, independence and life skills in preparation for adulthood
- Safe supportive, innovative and nurturing school environments
- Promotion of resilience and integrity in everything we do
- Delivery of creative curriculums that value inclusivity, diversity and personal progress
- Highly skilled and experienced staff teams who are advocates for all our pupils
- The promotion of dynamic partnerships – working with parents, agencies and the wider community
- The celebration of success and positive outcomes for all

Values

Our aim is to create a community of outstanding schools supported by the following values:

- The capacity to enable all pupils to achieve their best, recognising strengths and qualities in all, regardless of starting points
- The fundamental principle of ensuring that no school or pupil is left behind, thus enabling all to grow and flourish
- Sustainable collaboration and sharing of best practice to ensure the highest quality learning experiences
- An unshakeable belief in the intrinsic value of every individual within our community
- Exciting and creative climates for learning within a safe and supportive environment
- Accountability based on honesty and responsibility in all our relationships

- A culture of respect, high aspiration and self-belief which is outward facing in our community
- A drive for excellence in everything we do: the quality of teaching and learning, personal development, behaviour and attitude, leadership and management
- Financial probity in a financially challenging economic climate

We are dedicated to ensuring our schools' core curriculum, governance, leadership and communications support these values.





Working Together

BILTT is committed to working collaboratively and believes that by pooling knowledge, resources and support, provision for SEND pupils across Bedford will continue to flourish. We believe that there is strength in sharing the diverse skills and experiences of our collective schools whilst being committed to maintaining the individual character and qualities of each academy.

Our shared values apply across all our schools, and to the way we work with one another so that pupils are given the life chances they deserve, and that staff enjoy satisfying professional experiences as they progress through their careers. Schools will maintain their own distinct vision, ethos, character, and individuality while subscribing to the values of the Trust.

By providing a structure which offers a range of tailored support services, school leaders can focus on the standards of teaching and learning within their own schools. The input of senior leaders and all staff across the Trust will be valued, both within the development of their school improvement strategies, as well as in shaping the direction of the Trust.

Benefits of working in partnership at BILTT are:

- The sharing of expertise in a wide range of areas, providing support, professional development, challenge and knowledge
- Working with peers and colleagues who are specialists in SEND, who understand the context of SEND, and who share common goals
- Establishing the voice of SEND, strengthening access and ability to influence SEN policy and strategy locally and nationally
- The opportunity to focus on outcomes for pupils in the knowledge that school leaders have access to the support of peers, a central services team and Chief Executive Officer
- Robust policies and procedures that are current and reflect best practice





Head Teacher Grange Academy

Start date September 2022

Salary Range 4HT 7 to 4HT 13

£67,364 - £78,025 pa

A generous relocation package is available for candidates outside the Bedfordshire area.

<https://grange.beds.sch.uk>

Grange Academy

Halsey Road

Kempston

Bedford

MK42 8AU

Tel: 01234 407100

Email: Bernice.russell@biltt.org

Grange Academy is an inclusive special needs school for pupils, aged 5-16, with a diverse range of learning needs including moderate learning difficulties and autism.

We want our pupils to feel a deep sense of belonging, believe in themselves and achieve personal and academic progress. Our staff work in partnership with parents/carers and outside agencies to ensure that every child's needs are met. We are committed to providing the very best bespoke education for our pupils, regardless of their starting points or needs.

Our dedicated, highly skilled staff team are passionate about pupils' education and SEND provision. We strive to provide a creative, inspiring, broad and balanced curriculum that is supported by a wide range of exciting extra-curricular opportunities. Wellbeing, happiness, success, and collaboration are at the core of our practice at Grange.

Grange has been recognised as a UNICEF Rights Respecting School at Gold Level – the only special school in Bedford to receive such an award. This recognises the work that we have done and continue to do in placing The United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Bedford Inclusive Learning and Training Trust are forward thinking, with a vision to create a partnership of outstanding Special Schools to support the Special Needs Community in Bedford and the surrounding area, to offer excellent opportunities for pupils and their families. There are opportunities for further development within the Trust with the Special Free School that BILTT are building, due for completion in September 2023/24.

The Governors of Grange Academy are seeking to appoint an exceptional, dynamic and inspirational Headteacher who has a proven track record of initiating, managing and leading effective change. Your high level of professional values and educational philosophy to ensure that Grange Academy makes sustained improvements in all aspects of life. You will have the commitment and aspiration for our pupils and staff to reach their full potential and have a commitment to the attainment and achievement of greater levels of independence for Grange Academy pupils.

Candidates will be committed to the collaboration and effective partnership working required to secure innovative personalised learning pathways for students with complex learning difficulties and have an exceptional appreciation of student-centred approaches. You will be a highly motivated leader who is committed to implementing significant and sustained improvements across Grange Academy and the wider Trust and who is enthusiastic to see all of our pupils flourish in safe, secure and welcoming learning environments.

Governors are looking for a leader who has high aspirations for the continued professional development of our staff and for the highest quality engagement with the wider community, our families, employers and other stakeholders.

If you are seeking a new challenge which will deliver and maintain outstanding approaches to the quality of education for our pupils and you have the ability to make exceptional developments across the Trust, then we'd be pleased to receive your application.

To obtain an application pack or for further details for this exciting post, please download a pack from: <https://grange.beds.sch.uk> send an email request to: bernice.russell@biltt.org or telephone 01234 407100 and leave your name and address for a pack by post.

Recruitment timetable
Closing date: 9am Monday 23rd May 2022
Interview date: TBC

The post is subject to Enhanced DBS Clearance, Health Clearance and satisfactory references

BILTT is committed to safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment.

Tours of the school are highly recommended

We look forward to hearing from you

