



Part of the SHINE Multi Academy Trust

Application Pack

for the post of

Headteacher

at

John Hunt Academy

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'Raising Aspiration within a take care ethos, whilst celebrating uniqueness and allowing all to SHINE'

JOB ADVERT (Role required from January 2024)

| | |
|----------------------------|---|
| Job Title | Headteacher |
| Salary/Wage | L18 – L24 |
| School/Academy Name | John Hunt Academy |
| Work Pattern | Full Time |
| Contract Type | Permanent |
| Closing Date | Sunday 25 th June 2023 18.00pm |

The Board of Trustees of SHINE are seeking to appoint a highly motivated, ambitious and inspirational Headteacher to lead this forward-thinking academy. John Hunt is a unique school, which is value driven through its clear maxim of 'Take Care' This is also a core value of SHINE Multi Academy Trust which currently comprises of six diverse primaries. The Trust works together in close partnership to embrace and shape the future of primary education for all our children.

We are looking for a candidate with a proven track record of improving and maintaining high standards of achievement. The successful applicant will be someone of outstanding ability, vision and potential, who would welcome the opportunity to prove themselves in the context of a large diverse primary school. This person will also be committed to being part of the leadership of a primary multi-academy trust and the broader learning and experience this offers. With this in mind, the successful candidate will have access to relevant continued professional development, as well as the chance to work with other highly capable and motivated leaders – both within John Hunt and throughout SHINE.

If you think you are the right calibre to rise to the challenges and opportunities we can offer, and would like further information about John Hunt and the role, together with an application form, please contact Lauren Cartwright on 07376800653 or email admin@shine-mat.com. The information and application form can also be downloaded from the SHINE website www.shine-mat.com. A visit to the school is considered essential in understanding the unique nature of this establishment, and therefore the particular requirements of this role.

Completed applications should be sent for the attention of the CEO of SHINE Multi Academy Trust, at the school address, or be sent to the SHINE admin email (found above).

Closing date: Sunday 25th June 2023 at 18.00pm

Interviews to take place on: Week Beginning 3rd July 2023

SHINE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people. This post is subject to an enhanced DBS disclosure and references.



SHINE Multi Academy Trust
Whitemoor Academy (Primary & Nursery)
Bracknell Crescent
Whitemoor
Nottingham
NG8 5FF

Dear Applicant,

Thank you for showing an interest in John Hunt Academy, one of the six academies currently within our Trust.

John Hunt is one of the largest schools within SHINE Multi Academy Trust. It is a larger than average primary school located in Balderton, Newark, Nottinghamshire.

John Hunt is currently classed as a good school by Ofsted. But awaits inspection under the new framework.

Whilst we recognise that academic success is essential, it is through a rich, opportunity led, curriculum that John Hunt's achievement has been sustained for so many years. By unlocking each pupil's individual potential, we truly allow them to 'Shine.' All Headteachers within SHINE are passionate in their belief that a first class primary education must go well beyond the excellent teaching of English and Maths.

SHINE was formed when the CEO was approached by the Department for Education in 2016 and asked to consider setting up a multi-academy trust based on a track record of rapid school improvement. As a Trust we hold fast to our core values in the way we operate at all levels and is proving that its collaborative working practices are bringing about a change of culture and expectation, as well as an improvement in academic achievement, at our sponsored academies within the Trust.

The Headteacher's role does not contain a teaching commitment, although expert knowledge of teaching and learning are expected. The post will be supported by appropriate mentoring and challenge to assist the new Headteacher during the initial transition stages of the appointment. In addition, there will be wide support from the CEO and other senior leaders across the Trust.

We look forward to receiving your application by the closing date, and meeting you when you visit us.

Yours sincerely

Fiona Boyd(Chair of the SHINE Multi Academy Trust Board)





John Hunt Academy is a larger than average primary school located in Balderton, Newark, Nottinghamshire. We currently have 391 pupils on roll, including a popular Foundation Unit.

The school was opened in 1903 and has grown steadily, with an additional three buildings being added during the 1960's and 70's. We are fortunate to have extensive grounds, with a large playing field and many mature trees adding to the aesthetics of the school environment. The school was named after John Hunt, who was an English Missionary.

In February 2021 the school made the decision to join the SHINE Multi Academy Trust, which was identified as a Trust with the same ethos as John Hunt – to provide pupils with firm foundations whilst developing their uniqueness and allowing them to shine. The Trust's curriculum framework centers on three essential elements: Provision, Enhancement and Enrichment, which is at the heart of everything we do at John Hunt.

The proportion of SEND and disadvantaged pupils is in line with the national average. The proportion of pupils who speak English as an additional language and have other ethnicities is well below the national average.

John Hunt Academy is a friendly, welcoming, family orientated school. Liaison with parents and carers is strong, with several events during the academic year, when parent/carers are welcomed into the school.

Everyone works together to raise standards and improve outcomes for all pupils. John Hunt instils in its pupils a positive attitude towards a lifelong love of learning throughout the curriculum.

The behaviour of the pupils is good. Their conduct around school and in the classroom is calm and orderly. The John Hunt Way, the school's code of behaviour, is well understood and respected by the pupils, who appreciate the guidance and structure that it gives them.

The dedicated staff at John Hunt work hard, support one another and are receptive to new ideas and concepts. They have an active interest in ensuring every pupil is provided with the best education and bring a sense of humour to school life. In short, a fantastic team to be part of.

We would love you to visit John Hunt to see all of this for yourself and to meet the wonderful team.

About SHINE Multi Academy Trust

SHINE was formed in July 2016 as a direct consequence of our CEO being approached by the Department for Education to consider forming a multi academy trust (MAT), based on a track record of rapid school improvement and sustained success at Whitemoor, and all schools previously under her leadership.

Currently SHINE comprises of six schools, located in three different geographical areas: Whitemoor Academy and Scotholme Primary in Nottingham City; Ranskill Primary, Langold Dyscarr Community Academy and John Hunt Academy in Nottinghamshire; and Ironville and Codnor Park Primary in Derbyshire.

SHINE is an approved Academy Sponsor and has supported Ironville on its journey from an OFSTED category to becoming a 'good' academy. We expect our second sponsored academy, Langold to do equally well at its imminent Ofsted.

We seek to grow by enlisting other schools who wish to be part of a forward looking, primary focused, MAT. We work together with a foundation of: shared principles and ethos, high standards and courageous leadership. All these are developed through its member academies being equal partners and shaping the development and future of the MAT.

What makes SHINE distinctive from other MATs?

Our vision for school improvement is firmly grounded in our mission statement:

'Raising aspiration through a take care ethos, whilst celebrating uniqueness and allowing all to SHINE'

We are also proud to be a Trust which values, supports and challenges all academies regardless of context, size or circumstance.

We have three maxims which encompass our ethos and are the values we want our pupils, teachers and leaders to exemplify:

'Raising aspiration and achievement through a rich, opportunity based, curriculum.'

We believe that the three elements of Provision, Enhancement and Enrichment when combined together proportionally create a unique and high-quality education, which enables every pupil to achieve academically and to SHINE individually.



Provision

We believe that through consistent high-quality provision all our pupils will leave our academies having acquired the best knowledge and basic skills possible. Strengthening, maintaining or further developing this provision element in all our academies is central to our work in providing our pupils with a strong foundation.



Enhancement

We believe that all pupils should have access to a broad, engaging and challenging curriculum which enables them to learn and grow, in a broader sense, as unique individuals.



Enrichment

We believe that all pupils should have access to many powerful learning experiences and opportunities that motivate and inspire them. We will source the high-quality, specialist support required to turn interests into talents, enabling our pupils to SHINE.

All academies within SHINE, regardless of context, size or circumstance, commit to the above three elements as the basis of their curriculum framework. However, whilst all three elements will always be present, the emphasis may vary depending on the current needs.

2. Celebrating uniqueness

Through personalised support for every academy, respecting diversity.

3. TAKING CARE (Keeping Safe)

Of our pupils, staff and local communities.

How do schools work together?

To ensure that school improvement work is bespoke, each academy completes the SHINE Self-Assessment Tool upon joining the MAT and subsequently each year, identifying strengths and areas for improvement.





This forms the starting point for discussion and action planning for the coming year, giving SHINE an insight into areas where each academy will be a giver and a receiver going forward.

Quality Assurance

The CEO and School Improvement Lead conduct termly visits to each academy to discuss strengths and improvement areas. Discussions with each Headteacher lead to quality assurance reports which are shared with local governors and the Board of Trustees. This is part of a raft of quality assurance activities undertaken by the Trust (see School Improvement Cycle on the Trust website).

Collaborative Working

Partnership working is driven through a yearly Collaborative Plan which details the following:

-  Actions individual to each academy
-  Actions where members of the SHINE Team will support
-  Actions where school to school support will take place
-  Actions which will have a whole MAT focus

The CEO and School Improvement Lead coordinate collaborative school improvement work across the Trust. Impact is assessed regularly through the various SHINE working groups and at regular meetings for headteachers, which provide a valuable forum for sharing good practice, supporting and challenging each other as well as working together on areas benefitting from consistent working practices.

This group of like-minded and talented leaders relish working together and gain much from sharing expertise as well as supporting each other in times of difficulty and challenge.

SHINE considers the diverse nature of the make-up of the academies in our first cluster as a real strength.

However, the long-term aim is to grow geographical clusters with academies able to develop a particular relationship with a close neighbour.

HEADTEACHER JOB DESCRIPTION

| | |
|-----------------------|--|
| Position: | Headteacher |
| Reporting to: | Chief Executive Officer (CEO), SHINE Multi Academy Trust |
| Liaising with: | CEO, Board of Trustees, Local Governing Body, Headteachers within the Trust, John Hunt Academy Staff at all levels, external agencies, parents and community members. |
| Purpose: | <ul style="list-style-type: none"> • To provide vision and professional leadership for John Hunt Academy to secure its success and improvement and ensure a first-class education for all its pupils. • To satisfy the aims of John Hunt Academy through the implementation of the policies of the Board of Trustees and the Local Governing Body. • To uphold the core values and ethos of SHINE whilst maintaining and developing the distinct nature of John Hunt Academy. |
| Working time: | <p>Full Time</p> <p>The salary reflects the full range of duties required, however, you will be expected to work out of school hours as and when needed.</p> <p>The Headteacher is expected to devote their full time to the work of John Hunt Academy and not to engage in any other business or take up any additional employment without the express consent of the CEO.</p> |
| Main Duties: | To carry out the professional duties of a Headteacher as provided for under the relevant sections of the School Teachers' Pay and Conditions Document ¹ and in line with the expectations of the Headteacher Standards |

1. Strategic Planning / Academy Development

- Provide inspiring and purposeful leadership to the staff and pupils.
- Work in partnership with the Local Governing Body, staff and parents; generating and sustaining the ethos and values which will underpin the Academy.
- Devise and implement a Development Plan which will secure continuous school improvement.
- Monitor and evaluate the performance of the Academy and respond and report to the Board of Trustees and Local Governing Body, as required.
- Ensure that management, finances, organisation and administration of the Academy support its vision and aims.
- Ensure that policies and practices take account of national, MAT and local requirements.
- Monitor, evaluate and review the impact in practice of policies, priorities and targets of the Academy and take action if necessary.
- Ensure all those working at the school are committed to its aims; remain motivated to achieve them; and are involved in meeting long, medium and short term objectives and targets which secure educational success.

2. Teaching and Learning

- Ensure that the statutory requirements of the national curriculum are met.
- Maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.
- Determine, organise, implement and monitor the curriculum and its assessment (within the SHINE framework of Provision, Enhancement and Enrichment) and ensure that statutory requirements are met.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- Determine, organise and implement a policy for the personal, social and moral development of pupils.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils through appropriate methods.
- Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on exclusions.
- Develop and maintain effective links with the community including local businesses, to extend the curriculum and enhance teaching and learning.
- Maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Promote and contribute to extracurricular activities in accordance with the educational aims of SHINE.

3. Leading and Managing Staff

- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Advise the CEO on the recruitment and selection of teaching and support staff.
- Consistently employ the SHINE systems for the management of staff performance, incorporating performance management and target setting.
- Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Headteacher.

- Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to take part in the identification of areas in where the Headteacher would benefit from further training.
- Ensure that a Deputy Headteacher, or suitable person, assumes responsibility for the discharge of the Headteacher's function at any time when the Headteacher is absent from their post.
- Continue the development of good working relationships with governors, staff, pupils, parents/carers and the community.

4. Efficient and effective deployment of staff and resources

- Assist the CEO and Finance and Business Director with the formulation of the annual budget, in order that the Academy secures its objectives.
- Work with the Board of Trustees, Governors and senior colleagues to recruit and retain staff of the highest quality.
- Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Ensure the regular monitoring of the budget for the Academy and the oversight of the use of resources.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

5. Accountability

- Work closely and develop close working relationships with the CEO, the Board of Trustees and Governors.
- Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the Academy.
- Present a coherent and accurate account of performance in a form appropriate to the range of audiences including the Board of Trustees, Governors, local community, OFSTED and others, to enable them to play their part effectively.
- Ensure that parents/carers and pupils are well informed about their child's curriculum attainment and progress and about the contribution they can make in supporting learning and achievement.
- Ensure that parents/carers and pupils are well informed about the curriculum and the targets for improvement.
- Provide information, objective advice and support to the Local Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement, and for achieving efficiency and value for money.
- Carry out any such duties as may be reasonably required by the CEO and Board of Trustees.

6. Safeguarding Children and Safer Recruitment

- Ensure that the policies and procedures adopted by the MAT are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively, effectively and in a timely manner, in accordance with agreed whistle blowing practices.

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

7. Other Duties

- Play a full part in the life of the MAT and their own school, to support its distinctive vision and ethos and to encourage staff and pupils to follow this example.
- Commit to continuous professional development.
- Comply with the MAT and local Health and Safety Policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified by the CEO and Board of Trustees not mentioned in the above.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the Trust in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers' and as adopted by the MAT.

HEADTEACHER PERSON SPECIFICATION

The Person Specification is used by the selection panel to identify the attributes a successful candidate will need to bring to the post.

Those marked **E** are essential and must be met in order for a candidate to be shortlisted for interview or appointed to the post.

Those marked **D** are desirable and will strengthen a candidate's likelihood of being invited to interview or appointed to the post.

All other abilities and aptitudes will be judged 'by degree' from the application form, references, task, presentation and interview activities to guide the selection panel in appointing a candidate who is personally and professionally suited to successfully filling this post.

A = application form/cover letter R=Reference T=Task P=Presentation I=Interview

Candidates should ensure that they will satisfy the essential elements before applying, and ensure that they construct their letter of application to include the areas requested in the details sent to potential candidates.

| | CATEGORY | EVIDENCE |
|---|----------|----------|
| QUALIFICATIONS | | |
| Qualified Teacher Status | E | A |
| NPQH | D | A |
| Recent CPD relevant to the post | E | A |
| Other professional qualifications | D | A |
| EXPERIENCE | | |
| Substantial, successful teaching experience in the primary phase | E | A/R |
| Experience in more than one school | D | A |
| Substantial, successful senior leadership experience in primary phase schools | E | A/R |
| Experience of appraising the work of others | E | A/T/I |
| Experience of working with governors | E | A/T/I |

JOHN HUNT ACADEMY HEADTEACHER APPLICATION

| | CATEGORY | EVIDENCE |
|---|----------|-----------|
| PROFESSIONAL KNOWLEDGE, SKILLS AND UNDERSTANDING | | |
| Up to date knowledge of primary education | E | A/R/T/I |
| Knowledge and experience of school self-evaluation | E | A/R/T/I |
| Up to date knowledge of assessment and tracking | E | A/R/T |
| Understanding of school improvement strategies | E | A/R/T/P/I |
| Knowledge of current educational legislation and initiatives | E | A/R/I |
| Knowledge of equal opportunities and commitment to their pursuit | E | A/R/I |
| Wide knowledge of effective teaching methods and strategies | E | A/R/T/P |
| Highly developed skills in analysing and interpreting performance data | E | T |
| Ability to scan the educational landscape and prepare for the future | E | A/I |
| Highly developed skills in budget management | D | A/R/I |
| LEADERSHIP & MANAGEMENT | | |
| Demonstrates the qualities needed to be an inspirational leader with a clear vision for the school | E | A/I |
| Commitment to work pro-actively with governors and staff | E | A/T/I |
| Ability to make and support difficult decisions | E | I/T |
| Ability to promote high expectations of children and staff | E | A/I |
| PROFESSIONAL COMPETENCIES | | |
| Ability to think strategically, plan for the future and form a vision | E | A/R/T/P/I |
| Ability to drive and manage change efficiently | | |
| Ability to establish appropriate priorities for spending and effectively manage and monitor the school budget | | |
| Ability to maintain and work within policies and procedures | | |
| Competent user of IT and electronic data systems | | |
| Commitment to setting high expectations and ability to challenge underperformance | | |
| Commitment to ensuring inclusion, addressing diversity and access | | |
| Ability to motivate and manage members of staff with different skills and experience and to delegate appropriately | | |
| Good communication skills, with an ability to present with clarity and authority orally and to write effectively | | |
| Ability to take clear decisions | | |
| Ability to establish and maintain effective relationships with parents, carers and other agencies with a connection to the school | | |
| Ability to collaborate and network with others beyond the school in order to build and maintain a learning community | | |

JOHN HUNT ACADEMY HEADTEACHER APPLICATION

| | CATEGORY | EVIDENCE |
|---|----------|------------------|
| COMMUNITY | | |
| Evidence of collaborating with other schools and educational providers | E | A/R |
| Evidence of welcoming parents and the wider community into school and valuing their input | E | A/R |
| SAFEGUARDING | | |
| Evidence of up to date safeguarding training | E | A |
| Knowledge of the responsibilities in managing safeguarding matters | E | I |
| Understanding of the school’s role in keeping pupils and staff safe | E | A/I |
| Enhanced DBS check | E | Post Appointment |
| PERSONAL ATTRIBUTES | | |
| A passion for creating a rich, opportunity led, curriculum and environment where children develop a love of learning | E | T/P/I |
| Ability to prioritise | | |
| Adaptable and resilient | | |
| Efficient and able to complete tasks on time | | |
| Able to create effective working relationships with all staff, governors and parents / carers | | |
| Self-aware, reflective and forward thinking | | |
| Approachable | | |
| REFERENCES | | |
| The candidate will have appropriate references recommending for the post | E | R |
| SPECIFIC REQUIREMENTS | | |
| The ability to present professionally and manage tasks and an interview with confidence, authority and conviction | E | T/P/I |
| The ability to put the spiritual, moral, social and cultural (SMSC) development of pupils at the heart of school life | E | A/T/I |