

Headteacher
Information Pack
Priory Academy, Dunstable





Contents

1. Letter from our CEO, Ms Claire Robins, OBE
2. Welcome from the Chair of Governors, Vanessa Green
3. Information about Priory Academy
 - a. Priory Academy overview
 - b. OFSTED
 - c. Curriculum plan / model
 - d. Senior staffing structure
 - e. Admissions
4. Information about Scholars' Education Trust
5. SET and Priory Academy Governance structure
6. Recruitment process
7. Job Description
8. Person specification



Dear Candidate

Thank you for your interest in this important position within Scholars' Education Trust. We are very excited to be recruiting a new head for Priory Academy to strengthen our talented group of school leaders, and we very much hope that, once you have found out a little more about us, you will consider submitting an application.

SET was founded in 2012, and now consists of 6 schools: Buntingford First School, Harpenden Academy, Priory Academy, Robert Barclay Academy, Samuel Ryder Academy and Sir John Lawes School. We are a cross phase trust providing a high-quality education for more than 4.5 thousand children between the ages of 4 and 18. Within our family of schools we have a primary, an all-through school, two secondaries and an extended secondary.

The shared values of our trust family are summed up in the Scholars' Education Trust ACE:

- Achievement
- Care
- Excellence

The ACE underpins everything we do and provides a secure basis for all we try to accomplish:

- Achievement in academic, artistic, sporting, cultural and other forms with a focus on teaching and learning
- Care for students, staff and others beyond the school community
- Excellent standards, manners, honesty, personal integrity and uniform.

Priory Academy is strong and valued member of our trust and the opportunity to lead a school with this kind of local reputation is an exciting one for any current or prospective school leader! Priory is exceptionally well-regarded within the Dunstable community and we are looking for someone who is able to build on and strengthen the school's position. The opportunity to develop students from Year 5 to Year 11 is an unusual and rewarding one and contributes to the school's strong 'family' feeling. However, although Priory is unashamedly academic and traditional in its approach to education, the school is fully onboard with the SET aim of 'Education for a Changing World' and has recently introduced Apple iPads for all students to enhance their learning.

What can you expect from SET if you join us as a head teacher? Well, of course you will be given the independence to lead your own school and make decisions in the best interests of the students in your care, but you will be able to do that with the support and advice of an experienced group of head teachers and the expertise of the SET hub team. Our hub team is made up of experts in their field who are at the end of a phone, or ready to visit, if you have questions about areas such as finance, HR, admin and estates (to name but a few areas). For our heads, especially those newer to the role or school, this is an invaluable support and frees them up to focus on getting to grips with the most important aspect of their jobs – the day to day experience of their students.

And SET can offer support there too! Our head teachers meet regularly to share good practice and discuss current issues. The executive team also visit all school regularly to plan and work with heads. Our annual school improvement programme involves staff from across the trust in peer reviews, joint CPD, an annual conference for all staff (teaching and non-teaching), cross-trust working parties, across Trust leaders in English, Maths and Science as well as many other opportunities to work together to raise standards and disseminate great ideas. Recent trust foci have been on new technologies, sustainability and staff-wellbeing and we see all this work as vital to strengthening our schools and providing recruitment and retention opportunities for our staff.

This is a great time to join SET. We are a growing trust with a proven record of school improvement and a strong moral purpose. We pride ourselves that we already demonstrate excellent practice in many areas but we are always open to new ideas and creative thinking. We are big enough to really add value to our schools, but not so big that individuals can get overlooked! If you would like more information then please don't hesitate to contact us with any questions. We would particularly encourage you to arrange a visit to really get a feel for our fantastic school.

If you are ready for the next challenge in your career and think you would enjoy being part of the SET family as a head teacher, then we look forward to hearing from you!



Claire Robins, OBE
Chief Executive Officer

Letter from the Chair of Governors, Priory Academy

Dear Applicant,

Thank you for your interest in the role of Headteacher at Priory Academy. This post will become available in September 2022 when our current Headteacher, Mrs Mahnaz Smith, retires.

Mahnaz joined our school in 2007 and became Headteacher in 2013. She has been an incredible asset to the school and her 15 years of service and outstanding leadership has transformed our school into an exciting place, where traditional values are combined with the latest technology to deliver a very effective and modern curriculum.

We are a forward thinking, successful school that has served our local community for over 100 years. Relentless in our pursuit of excellence, our school has developed from a popular middle to an extended secondary school (9-16 years). Our students are ambitious and hardworking and strive for excellence. Our teachers are dedicated and committed to engaging, supporting and challenging our students to realize their full potential in all aspects of life. Our vibrant curriculum combined with superb leadership and excellent teaching has resulted in our young people achieving not only excellent results at KS2, but outstanding GCSE results (90% Grade 4+ in English and maths) in the summer of 2021.

We pride ourselves on providing high quality education and individualised care. We are extremely well regarded by parents and are over-subscribed. Following the 'values-based' education philosophy, we promote and nurture our students to have a strong sense of social responsibility, making them ready for the wider world.

In June 2017 we were judged as 'Good with outstanding features' by Ofsted. The inspectors recognised our aspirational vision for the school and our determination to ensure that all of our pupils excel.

Our new Headteacher must possess strong leadership and interpersonal skills. They must be passionate about our school, teachers and students and be willing to continue with its pursuit of excellence with our teaching and learning. We want to appoint a leader with the confidence, wisdom, and experience to take the school forward; someone who builds on what is currently good to achieve the excellence that we are fervently striving for in our desire to be an outstanding school.

The Governing body is extremely proud of the school, its excellent team of dedicated staff and its well-behaved and enthusiastic children. If you are considering applying, please visit our school website and I also urge you to visit the school to see this for yourself. Please contact Hazel Wale who will only be too happy to arrange this for you, she can be contacted on h.wale@scholarseducationtrust.co.uk or on 01727 859382.

On behalf of the Governing Body, thank you again for your interest in the position of Headteacher at our school. We look forward to receiving your application.

Warmest regards

Vanessa Green

Chair of Governors



Priory Academy

At Priory Academy you will find our school an exciting place, where traditional values are combined with the latest technology to deliver a very effective and modern curriculum.

Priory is an outward looking, successful school that has served its local community for over 100 years. Relentless in its pursuit of excellence, the school has developed rapidly from a popular middle to an extended secondary school (9-16 years).

There are currently 760 students in this growing school with a school PAN recently having been increased to 120. The school is consistently oversubscribed and in partnership with Icknield, Studham and Watling Lower Schools takes students into Year 5.

Year 11 students have the opportunity to continue their education within the trust at Sir John Lawes School in Harpenden, a subsidised bus service is in operation.

The school buildings have been developed over the years, adding to the original school main block which is over 100 years old which has domed central dining room. Since joining the trust, the school has continued to improve and develop its facilities at a pace, introducing an Apple one to one device scheme, improving internal and external learning environments – including two new science labs and is currently awaiting the outcome of its application to install a MUGA pitch.

Priory Academy prides itself on its care and nurture of its students, without losing sight of its academic focus.

OFSTED

Priory was rated as Good by OFSTED in 2017 and is working towards gaining Outstanding in its next inspection. SET are clear that all schools within the trust should be Good with many set to achieve Outstanding over the next few years.

The report can be found here: <https://files.ofsted.gov.uk/v1/file/2725707>

Curriculum plan

The school's curriculum is inclusive and is a carefully planned and sequenced learning journey, which reflects the school's local context. It encompasses challenge at all levels, giving its students the opportunity to meet and exceed their academic potential, as well as equipping them with a growth mindset for learning. The curriculum design is grounded on the teaching of new skills and knowledge at every stage and builds on prior learning towards clearly defined end points. All subjects are valued, and all students have access to the whole curriculum.

The development of reading, writing, communication and maths skills are embedded throughout, as are opportunities for students to enhance their spiritual, moral, social and cultural awareness, including the promotion and inclusion of fundamental British Values.

Additionally, students are encouraged to develop their interests and talents beyond the classroom, through a comprehensive programme of extra-curricular activities including drama, dance, football, rugby, singing, keyboard, fencing and art club to name but a few. High quality careers education, information, advice, and guidance is available to prepare students for the next stage of their educational journey, whether it be a sixth form place at our sister school, Sir John Lawes, another sixth form provision, college or an apprenticeship.

Throughout the curriculum the school embeds high standards and values, nurturing aspiration, integrity, respect for others and a strong sense of moral purpose. High expectations are instilled across the whole school by fostering a love for learning following our school's motto: 'Learning Today for a Better Tomorrow'.

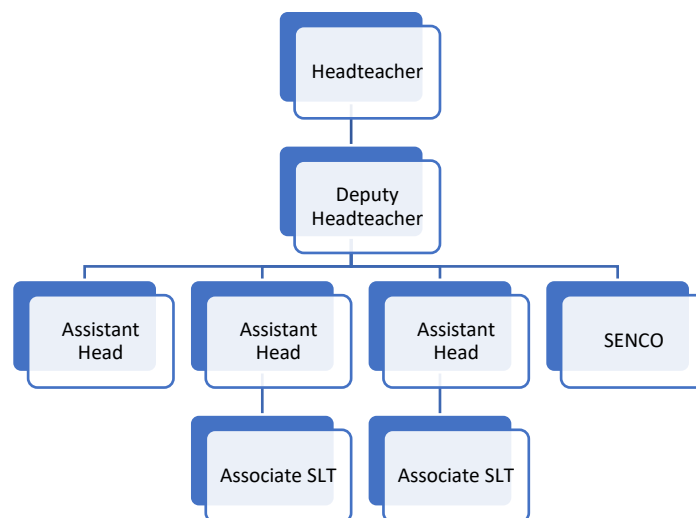
Curriculum Model

Priory Academy implements a one-week timetable, with thirty 50-minute lessons per week. The curriculum is designed to be a smooth 7-year journey. It begins with the students' starting points when they enter in Year 5 and takes them to GCSE expectations by the end of Year 11. Students at KS2 benefit from being taught by primary teachers for English and Maths whilst at the same time having access to specialist secondary teaching for subjects like Drama, PE, Art and Music.

The curriculum is comprehensive, broad and balanced throughout Key Stage 2 (KS2) and Key Stage 3 (KS3), with a three-year KS3 and a two-year KS4.

At KS4 Priory offers an excellent core curriculum with a good range of option subjects. We are ambitious for our students and encourage them to follow the EBacc route, however we do recognise that this may not suit the needs of all of our learners.

Current school senior leadership team



Admissions

Scholars' Education Trust is the admissions authority for Priory Academy, which has an agreed admission number of 120.

Admissions oversubscription criteria:

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. All 'looked after' children or children who were previously 'looked after'
2. Pupils currently attending Dunstable Icknield Lower School, Studham CofE Village School or Watling Lower School.
3. Pupils of members of staff
4. Pupils with siblings at the school
5. Any other children who live nearest to the school determined by straight line distance from the school to the pupil's home address



SCHOLARS' EDUCATION TRUST

Information about Scholars' Education Trust

Formed in 2012, SET has enjoyed measured growth, ensuring maximum educational impact alongside financial sustainability, and is currently made up of six co-educational schools – a first school, due to open in September 2022, a primary school, an extended secondary, two secondary schools and an all-through school. All schools within the trust have benefited in a whole host of ways by being within the trust, for example:

- All schools have improved their OFSTED grade, if inspected since joining the trust, with four out of the five schools now Good or Outstanding
- Outcomes at KS2 and KS4 show significant improvement
- Student numbers are rising

- Student attendance has improved in all trust schools
- All schools are fully staffed with specialist teachers
- Over £20 million in capital invested in trust schools in 8 years

The trust aims to ensure that the skills and experience of staff at all the schools are maximised so that the students in our care receive the best education possible. Expertise in teaching and learning is shared across the entire trust and support systems are centralised to enable the schools to achieve maximum efficiency from all our resources. Although all schools retain their own identities, the central “DNA” of the trust is shared across the organisation so that whether you are in Buntingford, Dunstable, Harpenden, Hoddesdon or St Albans you will know you are a part of Scholars’ Education Trust and that the values and priorities of everyone you meet will be the same.

Scholars’ Education Trust schools are:

- Buntingford First School (to open in September 2022), first school
- Harpenden Academy, primary school
- Priory Academy, Dunstable, extended secondary Year 5 to Year 11
- Robert Barclay Academy, Hoddesdon, secondary with 6th form
- Samuel Ryder Academy, St Albans, all through school with 6th form
- Sir John Lawes School, Harpenden, secondary with 6th form

The foci for the Trust this year are:

- Sustainability
- Staff and student wellbeing
- New Technologies

Cross-trust working groups for each of these foci are currently meeting to develop these areas across the trust, taking the opportunity to share best practice, inspire for new initiatives and extend this work to involve all staff and students by challenging our thinking and working practices on these important areas.



Operational overview

Executive Team

Ms Claire Robins, CEO

Claire was awarded an OBE in the Queen's Birthday honours list (2018) and is a member of a number of professional organisations. She is recognised as a National Leader by the College of School Leadership (NLE) and continues to be a member of the Regional School Commissioner's Headteacher Board. This enables her to keep abreast of current educational matters and to network with other outstanding schools locally, regionally and nationally to share expertise, knowledge and experience.

Claire Robins is also Executive Headteacher of Sir John Lawes School which is within the Harpenden-based consortium with Roundwood Park School and St George's School, both outstanding schools, to provide high quality post-16 education and extend the options available to students within this age group. Sir John Lawes School is a founder member of the Harpenden Secondary Schools Trust with Roundwood Park and St George's Schools, Rothamsted Research Institute and the University of Hertfordshire. This formal partnership was created with the aim of raising the standards of education for the young people of Harpenden by sharing facilities, providing additional opportunities for students, combining expertise and sharing ideas about school improvement. Claire is a Member of the Harpenden Secondary Education Trust, formed to establish the Katherine Warrington School having previously served as a governor.

Finally, Claire is a trustee of the Atlas Academies Trust and the Kemnal Academies Trust and is a director of the Alban Teaching School hub.

Mr Matt Gauthier, Deputy CEO & Executive Headteacher of Buntingford First School

Matt is Headteacher at Samuel Ryder Academy and was awarded a Headteacher of the Year award in the Pearsons' Annual Teaching Awards in 2020. Samuel Ryder which was awarded Distinguished Apple School status in 2019, being one of only 400 such accreditations globally. It is also designated as the Apple Regional Training Centre for Hertfordshire, providing training for educational professionals across the area in the use of new technologies in teaching and learning. Samuel Ryder Academy is within the Alban Learning Partners consortium with St Albans Girls' School, Loreto College, Marlborough School and Townsend School, to provide high quality post-16 education and extend the options available to students within this age group.

Matt Gauthier is a Trustee at the Links Academy Trust, providing strategic direction, and is a member of their Trust Board and chair of the Audit and Resources committee. Matt is also a member of the Hertfordshire Schools' forum a statutory body whose purpose is to advise on matters relating to the funding of schools within Hertfordshire.

Mrs Hazel Wale, COO

Hazel has worked in education for a number of years achieving her SBM qualification in 2004 followed by the NPQH in 2008. She is a NASBM Fellow and was awarded NASBM School Business Manager of the year in 2015.

Hazel was part of the original EIP team that supported Samuel Ryder and is now responsible for our central provision that encompasses SBMs, finance, payroll, governance, IT, data, attendance, HR and

PR/marketing. Hazel's expertise has led to her being frequently approached to speak at local and national conferences and to provide consultative support for a number of schools. Hazel is a key member of the school to school support team.

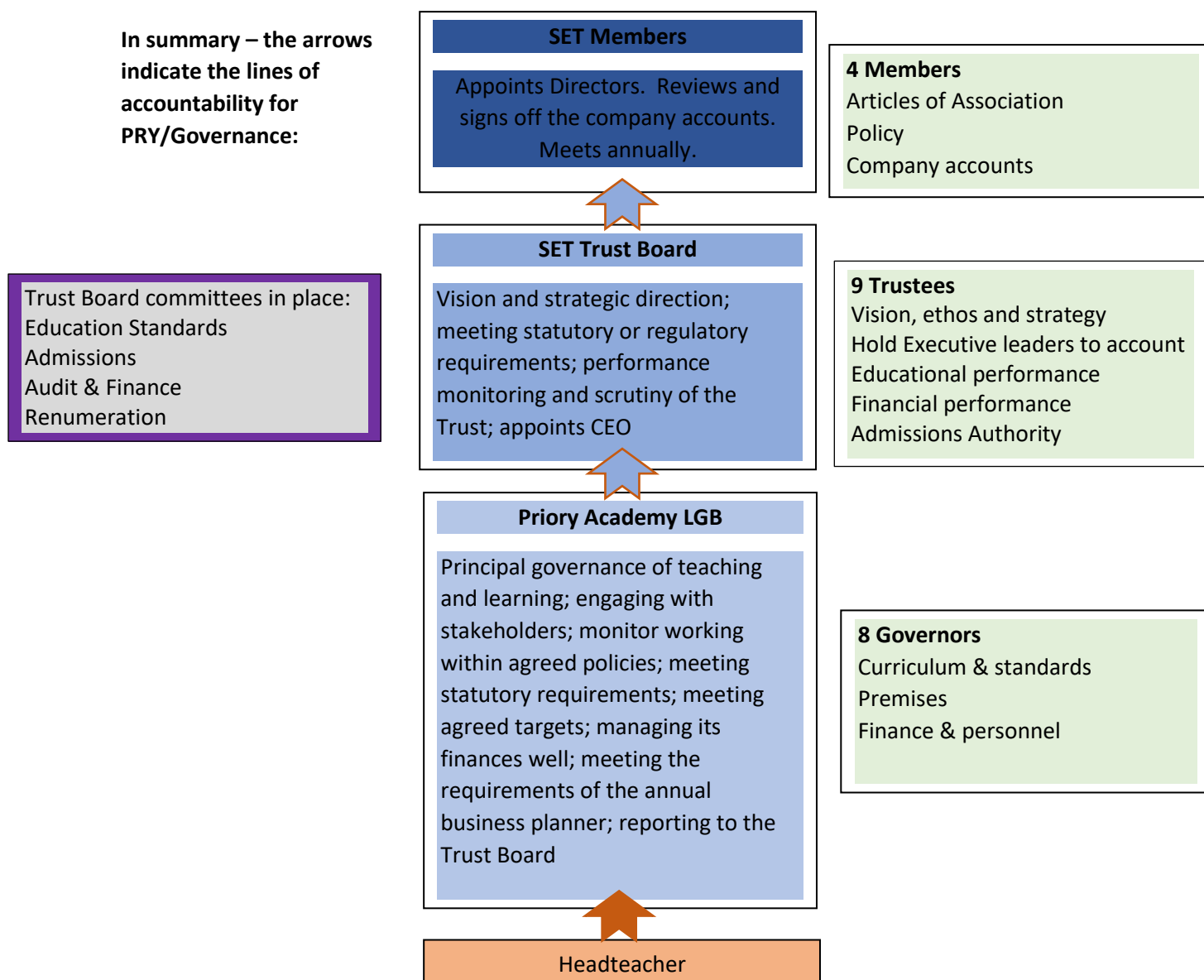
Trust Central Staff

SET central hub team consists of attendance, estates, governance, finance, HR, IT and payroll departments and is based in St Albans although site visits are frequent.



SET & PRY Governance structure

In summary – the arrows indicate the lines of accountability for PRY/Governance:



LGBs are committees of the trust with delegated responsibility to:

- Building an understanding of how the school is led and managed
- Monitor whether the school is:
 - Working within the agreed policies
 - Meeting statutory requirements
 - Meeting agreed targets
 - Managing its finances well
 - Meeting the requirements of the SET annual business planner
- The principal governance of Teaching and Learning
- Engaging with stakeholders
- Reporting to the board
- To ensure the LGB has the necessary skills and all members are appropriately trained.

Headteacher Recruitment process

Scholars' Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the DBS.

For more information please find attached:

- Child Protection Policy
- Keeping Children Safe in Education.

Staff Benefits – Headteacher

- Private health cover
- Executive Team mentor / Executive Head
- Bike to work scheme in place
- SET leadership development programmes

Equality and Diversity

SET is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protect characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff, governors and trustees treat visitors, volunteers, and contractors.

Applications:

Please see the Headteacher job description and person specification below. Please download the SET application from the Trust website: www.scholarseducationtrust.co.uk/vacancies

Please complete the application form, CVs will not be accepted, and also enclose a letter of application outlining how your skills and experience meet the requirements of the person specification. Applications should be sent to:

Hazel Wale, Chief Operations Officer
Samuel Ryder Academy
Drakes Drive
St Albans
AL1 5AR

Telephone number: 01727 859382 OR apply by email to: h.wale@scholarseducationtrust.co.uk

Application closing date: 9.00 a.m. Monday 7th February 2022

Interview Dates: 23rd & 24th February 2022

School tours can be arranged, please contact Hazel Wale on the above email / phone number to arrange a mutually convenient time.

HEADTEACHER – Priory Academy

Job Description

Grade:	L25 – L32
Responsible to:	SET Executive Team / Local Governing Body
Main Purpose:	The core purpose of the Headteacher is to provide effective leadership and management for Priory Academy (PRY).

The Headteacher will:

- Effectively manage teaching and learning at PRY to secure outstanding provision.
- Promote excellence, equality and high expectations for all students.
- Provide vision, leadership and direction to PRY.
- Evaluate the school's performance, identify priorities for continuous improvement and provide strategic leadership to secure these.
- Deploy resources in an effective manner to support excellent outcomes.
- Develop positive relationships and engagement of the wider community, including local schools, as well as liaising closely with the Trust Schools.
- Create a safe and productive learning environment which is engaging and fulfilling for all students, including managing student behaviour.
- Work effectively with the Trust Executive Team, Senior Leadership Team, Trustees and the PRY Local Governing Body.

Main Responsibilities:

Strategic Development and Leadership

- Work with the Trust Executive team, Local Governing body and other relevant stakeholders to create a shared vision and strategic plan to develop PRY in line with the trust's core aims and values.
- Be responsible for the PRY aspects of overall trust performance plan, using appropriate data to understand the strengths and weaknesses of the school.
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- Analyse and plan for the future needs of PRY.
- Maximise the educational opportunities arising from the unique context of the school and trust.
- Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to deliver the vision for the school and the overall trust.

Curriculum

- Determine, implement and review a broad curriculum, ensuring its breadth, balance, relevance and effectiveness for all students.

Teaching and Learning

- Be responsible for ensuring the high quality of teaching and learning within a successful learning culture.
- Demonstrate the principles and practice of effective teaching and learning and contribute to active delivery in the classroom and/or lead teacher CPD, where necessary.
- Monitor and evaluate the quality of teaching and learning.
- Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved student attainment and progress.

Staff Management

- Develop effective relationships and communication which underpin a professional learning community that enables everyone who works at PRY to achieve and thrive.
- Foster an open, fair, equitable culture and manage conflict.
- Develop, empower and sustain individuals and teams.
- Collaborate and network with others within and beyond the school and trust.
- Alongside the Trust HR service and other relevant colleagues, actively participate in recruitment and selection and other staffing matters in relation to PRY as appropriate.
- Give and receive effective feedback and act to improve personal performance.

Managing Pupil Matters

- Cultivate an environment which promotes equality, respect and diversity.
- Engage parents, carers and families to help children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
- Ensure you and the staff listen, question and respond to what is being communicated by children, young people and those caring for them.
- Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people.
- Develop and implement effective mechanisms to monitor and track student progress, continuously striving for improved student attainment and progress.
- Work successfully on a multi-agency basis.
- Be child protection trained and act as one of the designated members of staff for safeguarding at PRY.
- Oversee behaviour management systems, to monitor student conduct and liaise with the SLT and inform the Executive Trust Team over serious student behaviour matters, in the (very rare) event of permanent exclusion/managed move.

Financial and Resource Management

- Work effectively with the Trust's COO / CFO to manage the budget for the school.
- Work effectively with the Central Team senior leaders and the Executive Trust team to manage PRY's resources effectively to best support the success of the school.

Community

- Foster a culture of collaborative working both within the school and amongst the local community.
- Build and maintain effective relationships with parents, carers, partners, stakeholders and the local community, seeking and reflecting on feedback.
- Develop our links with other schools in the Dunstable area, facilitating positive and mutually beneficial relationships.
- Recognise the role of PRY to enhance the well-being of all children and develop services to meet the needs of the community, e.g. Before/After School clubs.
- Maintain a positive work relationship with the link lower schools, Icknield, Watling and Studham.

Accountability

- The Headteacher will be accountable to the SET Executive team, Local Governing Body and the Trust Board.
- Lead the preparation for Ofsted inspections at PRY and be accountable for the inspection judgements.
- Be accountable for student achievement and progress at KS2 / KS3 / KS4 at PRY.

General Notes

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the statement of Teachers' Terms and Conditions of Employment and are additional to the general duties and responsibilities of a teacher.
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of them should be so construed.
- These accountabilities are not necessarily a comprehensive definition of the post. They will be reviewed at least once per year and may be subject to modification or amendment at any time after consultation with the holder of the post.

PRY is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

PERSON SPECIFICATION

HEADTEACHER

AF – Application form
D – documentation
I – Interview

Criteria	Essential	How Measured	Desirable	How Measured
Qualifications and Training	<ul style="list-style-type: none"> Degree Qualified Teacher Status Evidence of continuous professional development 	AF & D AF & D AF & D	<ul style="list-style-type: none"> NPQH or working towards Good Honours Degree (2.1 or above) Qualification in Educational Leadership 	AF & D AF & D AF & D
Experience	<ul style="list-style-type: none"> Significant experience of successful leadership within a secondary/all through school either as a Headteacher, Deputy or a Senior Leader. Proven track record in school improvement Experience of managing the curriculum Experience of managing staff in a manner that empowers them and encourages continuous professional development Experience of collaborative working and engagement with a school's wider community Experience of effective liaison with a Governing Body 	AF & I AF & I AF & I AF & I AF & I AF & I	<ul style="list-style-type: none"> Experience of working in a trust or managing a major change project 	AF & I
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge and understanding of the principles and practice of effective teaching and learning Evidence of knowledge and understanding of the KS3 and KS4 curriculum and curriculum change Secure understanding of how to analyse school performance data and effectively use it to inform school improvement Secure understanding of the statutory requirements of legislation concerning Equal Opportunities Health & 	I I I I	<ul style="list-style-type: none"> Evidence of knowledge and understanding of the KS2 curriculum and curriculum change 	

	<p>Safety, SEN and Child Protection</p> <ul style="list-style-type: none"> • Knowledge of the positive links necessary within school and with all its stakeholders and how to best cultivate these. 	I		
Skills	<ul style="list-style-type: none"> • Outstanding teaching skills • Ability to generate and share a vision • Ability to strategically plan in order to effectively secure appropriate school improvement priorities • Ability to promote the school's aims positively and use effective strategies to monitor engagement, motivation and morale • Ability to develop good personal relationships within a team • Ability to establish and develop close relationships with parents, governors and the community • Excellent communication skills (both orally and in writing) to a variety of audiences • Ability to create a happy, challenging and effective learning environment • Ability to devise and lead lively and interesting assemblies • Strong organisational skills • Excellent judgement and analytical and problem solving skills. 	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I & AF</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> • High order ICT skills • Statistical expertise 	<p>AF</p> <p>I</p>
Personal characteristics	<ul style="list-style-type: none"> • Commitment to building and fostering an outstanding school in line with the trust's aims and ethos • Approachable and enthusiastic, cheerful disposition and good sense of humour • Able to motivate self and others • Calm under pressure and resilient 	<p>I</p> <p>I</p> <p>I</p> <p>I</p>		

	<ul style="list-style-type: none"> • Adaptable to change • Innovative in approach • Flexible 	 		
--	---	-----------	--	--

Thank you for showing an interest in this exciting role as Headteacher at Priory Academy, we look forward to receiving your application.