



The Flying Bull Academy

Headteacher Information Pack



Contents

| | |
|-----------|--|
| 3 | Welcome from Jennese Alozie, CEO |
| 4 | The University of Chichester Multi-Academy Trust |
| 5 | The Flying Bull Academy: A Vision for Excellence |
| 6 | Listening to our Pupils |
| 7 | Job Profile and Person Specification |
| 11 | What We Offer You |
| 12 | Application Process |

Welcome from Jennese Alozie, CEO



Welcome and thank you for your interest in the Headship of The Flying Bull Academy.

The Flying Bull Academy is a member of the University of Chichester Academy Trust ('the Trust'), and collectively we share a strong belief that education is the key to transforming lives and accessing social mobility. As a Trust we passionately believe in a collaborative approach, encouraging all our headteachers to share their experience and become system leaders across the Trust.

The Flying Bull Academy is a very inclusive school. It is a larger than average primary school with two forms of entry, and also has a vibrant Nursery and a SEMH Inclusion Centre which provides Alternative Provision for children from reception to year 4 across Portsmouth City. This is a particularly exciting time to join The Flying Bull Academy, as it expands its Centre to meet the needs of the local community.

When visiting the academy, you will see a vibrant, collaborative culture, where pupils want to achieve their best, talk confidently about their learning and feel their teachers support their aspirations. The Flying Bull has implemented a strong Teaching and Learning Policy, which underpins their approach and was created with contributions from children, staff, parents and governors and this contributes to the academy's Journey of Excellence programme that sets out how the Academy will make a real and sustained impact.

Staff are highly committed and engaged, which is reflected in the low staff turnover and in a recent survey, 97% of staff said they were proud to be part of The Flying Bull Academy. The team has a positive learning ethos and are encouraged to develop their skills, with many undertaking leadership roles. There is a clear, shared vision amongst staff that focuses on enabling children to flourish.

Offering a wide variety of Clubs, there is also a strong fundraising committee through 'Meet the Friends'. Contributing to community life is important to the academy and it is committed to continuing to develop strong partnerships with parents and carers which includes offering curriculum workshops and opportunities to be part of lessons and projects.

I hope this information pack will provide you with an insight to The Flying Bull Academy and the Trust, if you are interested to learn more, we would invite you to visit the School and we would be pleased to answer any questions you may have.

A handwritten signature in blue ink that reads "Jennese Alozie". The signature is stylized and fluid.

Jennese Alozie
CEO

"The Trust's vision is to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust's officers, governors and headteachers".

Ofsted Review of the Trust

The University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like-minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies.



Co-Leadership Approach

The headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A shared Vision:

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A shared Mission:

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning...

"Schools have access to expert assistance to financial and legal matters, human resources and premises management. School leaders value this effective support highly.....This enables school leaders to focus on improving teaching and learning"

Ofsted Trust Review

Cheryl Letts, Chair of Governors, The Flying Bull Academy



The Flying Bull Academy is very proud of its caring ethos and is often described as a family community. This whole school community was created by the passion and vision of the former Headteacher and demonstrates the commitment the school has to promoting the best self in everyone.

The school is a happy, vibrant place where high quality teaching and learning, and the raising of aspirations for all pupils are central to the school's values. The curriculum is innovative and delivered through dynamic teaching based on sound pedagogical practice and the desire to see all pupils make outstanding progress and meet their development needs.

As a Governing Body, we are committed and looking forward to working closely in partnership with the new Headteacher, who will seek to build on the vision of The Flying Bull Academy and take up the challenge of continuing to move the school forward on its journey to excellence.

The Flying Bull Academy: A Vision for Excellence

The Flying Bull Academy with a capacity of 480, is located close to the historic city centre of Portsmouth on the south coast and within easy reach of the South Downs, an area of outstanding natural beauty. Building work to the academy was completed approximately five years ago, and we are now planning to improve the outdoor learning activities for our pupils by building a stage and treehouses which will help stimulate and encourage safe play.

The academy serves an area of social and economic need with FSM currently standing at 53%, which is over twice the national average. Children typically come in to Nursery and reception below expected standard, although the curriculum allows children to develop the knowledge and learning behaviours they need to succeed in life, with external moderators remarking on the high aspirations which the curriculum and all adults in the setting have for the children. The proportion of pupils supported by SEN Support (31%) and EHCP (7%) are well above the national average. (This includes the children in our Alternative Provision.) There is an Increasing % of EAL children across the academy (25%).

The Headteacher, together with a strong and committed team, has been instrumental in creating a vibrant, happy and successful academy. You will find a team of staff who are pro-active and take personal responsibility in the development of their academy, with an enriching curriculum and a commitment to embrace the challenges ahead; "Together, we are on a journey of discovery and learning".

The ethos of the school underlines the shared belief of the Trust, where every child matters and every day is a day for learning and making progress. Deeply rooted in its environment, The Flying Bull Academy encourages the involvement and interest of parents and the community, acknowledging that strong and vibrant communities have partnership and inclusion at their heart.

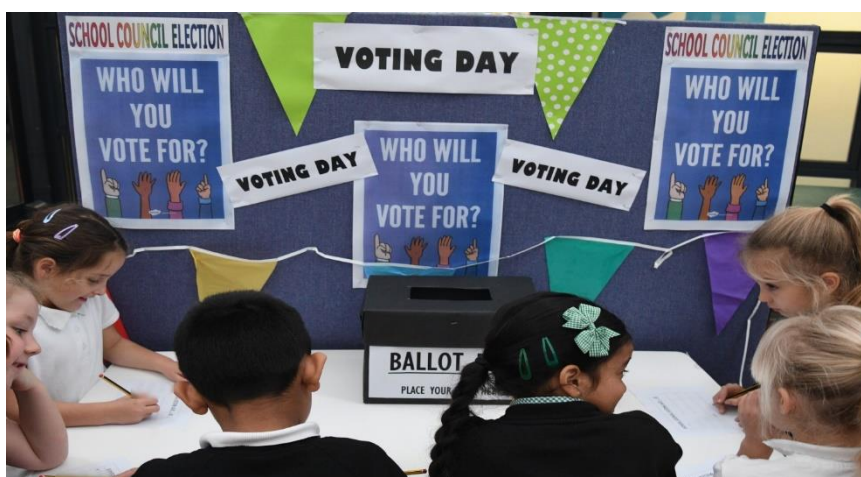
The Flying Bull Academy is within a short drive of a number of academies within the Trust, who actively work to collaborate and support each other, and only 40-minutes to the University of Chichester with its rich resources.



Listening to our Pupils

We encourage our pupils to have a voice, and so we asked the School Ambassadors, Head Boy and Head Girl and they told us that they would like their next Headteacher to be someone who/is:

- Kind, honest and understanding
- Helpful and respectful to the children
- Aspirational, hardworking and resilient
- Fun, not too strict, with a good balance
- Someone who asks others for opinions; teachers, adults and children
- Someone who can make fair decisions and be reasonable
- Considerate about SEND as we have children with SEND and the Inclusion Centre
- Cares about the environment
- Recognises our school is good but they will want to make it better
- Spends the school money well
- Knows lots about teaching
- Knows how to drive a mini-bus!



“Pupils feel safe and happy in your school. They behave well, both in class and around the school. You have created a vibrant, collaborative culture where pupils want to achieve their best, and know that their teachers will support them in doing this”.

Ofsted Inspection, 2017



Inclusion Centre Capacity

| | |
|----------------|----|
| Current | 16 |
| January 2023 | 24 |
| September 2023 | 34 |



Job Profile

Reports to: Chief Executive Officer, Academy Trust

Line Management: Deputy Headteacher

Location: Portsmouth

Function of the post:

As an inspirational innovative and inclusive leader, you will drive the vision and strategic direction of The Flying Bull Academy. You will empower and motivate staff and pupils to ensure excellence in learning and teaching and the continued rapid improvement of the school. Aligning to the culture and ethos of the Trust, you will provide a child-centred approach to education, an engaging curriculum and will inspire a sense of collective purpose, with high aspirations for pupils and staff. You will work collaboratively with parents, the University and other Trust schools developing and delivering a dynamic learning partnership and act as a positive role model and advocate for the Trust.

Principal Accountabilities:

1. Lead, inspire and promote a positive whole school culture and ethos aligned to the values of the Trust, that supports the academy on its journey to excellence and secures a strong reputation locally as the school of choice for pupils, parents and teachers;
2. Lead the development and delivery of a dynamic, relevant and enriching curriculum which motivates and inspires all children to learn and achieve, including those in the Nursery and in the Alternative Provision centre.
3. Lead the development and delivery of the Academy's Journey to Excellence Plan, to ensure it is child centred and supports exemplary learning and teaching strategies and practice;
4. Lead the development of an innovative Alternative Provision offer, supporting a growing number of children from the City with high level SEMH needs;
5. Lead the teaching and learning programme of the academy and act as a role model for innovative and engaging evidence-based practice;
6. Develop high quality dispersed leadership to manage development and drive improvements;
7. Develop and implement a strategy for recruitment, retention and professional development of staff that will ensure good or better teaching in an environment staff find challenging, enriching and rewarding;
8. Ensure academy structures and systems, and systems to support Alternative Provision, are embedded, secure and supported by robust policies and procedures;
9. Ensure financial planning and quality assurance is robust and the academy, nursery and inclusion centre are safe and effective educational environments for children;
10. Act as Designated Safeguard Lead, committed to ensuring all practices relating to safeguarding and child protection are effective and children and staff feel safe and are valued;
11. Contribute to the success of the Trust, building and promoting the engagement with the University; community stakeholders and engaging with other schools to enhance learning through school to school support and evidence-based practice.

National Standards of Excellence for Headteachers:

Act in accordance with the four 'Excellence as Standard' domains being: qualities and knowledge, pupils and staff, systems and process and the self-improving system detailed in the National standards of excellence for headteachers, January 2015.

Teachers' Standards (England):

Uphold principles of the Teachers Standards, ensuring all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

Other Duties

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health and Safety:

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs.

Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

| Knowledge and Qualifications | E | D | Evidenced through |
|---|---|---|---|
| Qualified Teacher with evidence of continual professional development or relevant accredited study appropriate to the post | ✓ | | Application Documentary evidence Interview |
| Current knowledge of the national curriculum, assessment and research on strategies to support effective teaching and learning | ✓ | | |
| Current knowledge of SEMH and understanding of strategies to support children with identified needs | ✓ | | |
| Good understanding of the Academies agenda and the role of a Multi-Academy Trust | ✓ | | |
| Good understanding of the changing role of academies, the local authority and OFSTED, and how to work effectively with these and other such bodies | ✓ | | |
| Good understanding of the principles of equality and diversity that support a culture that embraces diversity within the classroom and community | ✓ | | |
| Knowledge of, and training in health and safety and safeguarding legislation within the context of school compliance | ✓ | | |
| National Professional Qualification for Headteachers or other leadership and management training. | | ✓ | |
| Skills | E | D | Evidenced through |
| Evidence of demonstrable leadership qualities, with the ability to set and achieve challenging goals which achieve improvement | ✓ | | Application Interview Process References |
| Evidence of strong emotional intelligence and the ability to work with staff in a way that motivates and engages staff and develops a strong teams approach to delivery. | ✓ | | |
| Organisational, financial, budgetary and management skills relevant to the effective delivery of the duties of the post to achieve the academy's educational goals and priorities. | ✓ | | |
| Skills in working with children with social, emotional and mental health needs | ✓ | | |
| Excellent people skills to build and lead an effective team; managing issues in a sensitive, supportive but appropriate manner to ensure the effective operation of the academy, promoting high aspirations and success for all. | ✓ | | |
| A skilful communicator with strong, interpersonal and presentation skills, both verbal and written, which naturally adapts to a diverse audience, e.g. governors, parents and carers, staff, pupils and the wider community on a wide range of issues to provide clarity of vision, influence and direct or challenge others. | ✓ | | |
| Good ICT and administrative skills to enable effective implementation of tasks required of a Headteacher. | ✓ | | |
| Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy and the Academy Trust. | ✓ | | |

| Experience | E | D | Evidenced through |
|--|---|---|--|
| Successful experience at Deputy or Headship level across primary age range (KS1,KS2), with evidence of leading a successful team to bring about rapid and sustainable whole school improvement that has had a positive impact on pupils achieving their full potential | ✓ | | Application Interview Process References |
| Relevant experience of whole school management, including financial, budgetary and resource management such as challenging and supporting staff through managing change, performance management, conflict resolution, staff recruitment and development processes | ✓ | | |
| Proven track record of monitoring, evaluating and improving quality of learning and teaching, building effective strategies for academy self-evaluation and making effective use of ICT in learning | ✓ | | |
| Evidence of providing the support and resources that enabled a highly effective governing body fulfil their statutory responsibilities for teaching, learning and standards, and act as critical friend for the benefit of the school | ✓ | | |
| Evidence of managing additional educational needs provision which required collaborating and building effective relationships with parents, carers, multi-agencies and the wider community to enrich teaching and learning for the inclusion and wellbeing of all pupils. | ✓ | | |
| Personal Attributes | E | D | Evidenced through |
| Attributes that enable and empower individuals and teams to innovate and achieve, where success is celebrated and individuals are motivated to achieve high goals and accept responsibility for outcomes | ✓ | | Interview Process References |
| Commitment to equality and inclusivity which allows the academic, spiritual, moral, social, emotional and cultural development of pupils, celebrating and recognising the differing needs of pupils and staff in a diverse and multicultural Britain, challenging assumptions and preconceived ideas | ✓ | | |
| An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively | ✓ | | |
| The personal resilience required of a leader, with the ability for self-reflection and a positive approach that enables constructive relationships and feedback to aid continuous improvement | ✓ | | |
| A commitment to the mission and values of the whole Academy Trust community and to collaborative working for the benefit, and with tangible evidence of driving pupil improvement and progress | ✓ | | |
| A commitment to ensure that no child is left behind and an inclusive approach to education for those with special educational needs and educational and emotional disadvantage. | | | |

CITY OF PORTSMOUTH – A CITY STEEPED IN HISTORY

Portsmouth is a port city and naval base on England's south coast and is known for its maritime heritage. The M275 connects the city centre to the M27, which provides access to the UK's motorway network and links to London and the major airports of Heathrow and Gatwick, plus nearby regional airports at Southampton and Bournemouth.

Tourism is a significant sector of the local economy. With almost 50kms of waterfront, Portsmouth has always provided a unique quality of life and a diverse range of attractions. Portsmouth also hosts world class events; International Festival of the Sea, Volvo Ocean Race and Great South Run.

What We Offer You

For your career

- An opportunity to lead a school on its journey to Excellence
- A strong commitment and support for your personal leadership journey
- A strong and supportive governing body determined to do the best for this community
- The opportunity to join the Trust's Leadership Team to make a difference as we drive system improvement in a changing world
- Comprehensive central support, advice and guidance, to enable you to lead progress in teaching and learning.

To be part of something bigger

- A collaborative Trust, which inspires innovation and the motivation for leaders to influence and shape the strategy of the wider Trust and the educational landscape
- Access to the University of Chichester, with over 180 years of experience in the training of teachers, for research, specialist support, training and academic study
- Opportunities to work with senior leaders and academy staff across the Trust, who are committed to a shared set of values.

To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

Other staff benefits

- Teachers' Pension Scheme
- Extensive employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts platform, saving £££'s on a range of goods and services
- Cycle to Work Scheme
- Gym Discount
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance, if eligible
- Security of knowing you are joining an organisation whose sponsor has been promoting education for more than 180 years.

Application Procedure

Applicants should **complete** an **Application Form** and are requested to complete the **Equality Monitoring** Form which can be downloaded from the Trust's website www.unicat.org.uk/find-job and return it to the address below so that it is received no later than **Thursday, 9 June 2022 at 8.00am**.

University of Chichester Academy Trust
HR Department
Arran House
Bognor Regis Campus
Upper Bognor Road
Bognor Regis, PO21 1HR

T: 01243 793500

E: unicathr@chi.ac.uk

Statement in Support of Application

In addition to completing the application form, please inform us in no more than 250 words how you believe you can add value to The Flying Bull Academy and to the Trust.

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the Person Specification in the context of the accountabilities.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

CV

You may submit a separate sheet detailing your qualifications and previous employment. All other information requested should be contained within the application form.

If there are any dates unaccounted for you should detail the reasons in the relevant field on the application form.

Selection Procedure

The shortlist will be completed shortly after the closing date and successful candidates will be invited to a selection process which may be held over two days. **20 and 21 June 2022** has been scheduled for the selection process.

Failure to send your application form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Support

If you have any specific support or adjustments that you would like the Trust to consider or arrange for you, please contact Louise Birch, Head of Human Resources, l.birch@chi.ac.uk who will be pleased to assist.

**The Flying Bull Academy
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T: [@chiuniAcademies](https://twitter.com/chiuniAcademies)

**If you would like to receive this pack in an alternative format, please
contact the Trust's HR Department.**