



Headteacher Application Pack



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Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

Chief Executive, REAch2 Academy Trust



Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org





The role

The Palmer Academy is a two-form entry primary academy serving the Katesgrove ward of Reading.

At The Palmer Academy we are committed to inspiring the futures of the children we serve through a creative, inclusive and relevant curriculum which enables and encourages them to question the world around them and be curious learners. This results in our children understanding that 'enquiring minds' result in 'inspiring futures'.

We nurture and support our children and equip them with the skills, knowledge and attitudes they need to become confident, determined and respectful young adults who have exciting and ambitious aspirations for their futures.

Palmer children will achieve academic success through a curriculum and ethos which teaches them essential skills and traits for life, such as tenacity, resilience and determination. They leave our school well prepared for the next stages of their education and life in the modern world, with a rich understanding of the subjects they have been taught.

We provide a range of opportunities for children to move learning from the short-term to their long-term memory, resulting in a deep and connected understanding of the subjects taught and the world around them. By the time learners leave The Palmer Academy, they have had many opportunities to learn and practise a range of skills, knowledge and values which prepare them to be citizens of the world.

We respect and embrace all cultures, ethnicities, races, values and beliefs within our community, and celebrate the positive contribution and impact they have on the school. Working together in partnership leads to our children making connections between what we are learning in school and how it relates to the community and world around them.

The Palmer Academy was inspected by Ofsted in June 2017 and judged to be good in every discipline. This means that the school is due to be inspected during the early part of the 2022-2023 academic year.

What we are looking for in our next headteacher

REAch2 Academy Trust and The Palmer Academy, Reading are seeking to appoint a new Headteacher to start in January 2023 or earlier if possible.

We are seeking a headteacher with drive and enthusiasm who will look to deliver the best possible education to all students at The Palmer Academy. Having undergone several staff and leadership changes in recent years, we are looking for our next headteacher to add stability and to develop existing staff members

and enable them to be the best that they can be. With the support of REAch2 and the other schools in cluster 9, we are looking for our next headteacher to develop the school and move it forward at a fast pace to become the outstanding school that it can be. We are also eager for our next headteacher to further develop the established links with the local community, while at the same time fostering new ones.

Being part of REAch2

There are 60 schools within our organisation, grouped into ten clusters. The Palmer Academy sits within cluster nine, which currently consists of four primary academies in the Reading area. The cluster is led by a deputy director of education and supported by a variety of central team staff based remotely. Being part of that cluster family, you will benefit from the expertise, support and opportunities offered by the largest, primary only, multi-academy trust in the country; you will have the freedom to shape The Palmer within our guiding principles, to open up opportunities to develop your career; to take care of your wellbeing at work and to enable you to flourish as an individual.

REAch2 will offer you the kind of rewards you can only find in a Trust that is improving the prospects and life chances for thousands of children across the country.

To find out more about the school and REAch2 we strongly advise that you visit our websites:

<https://www.thepalmeracademy.com/>

<https://reach2.org>

We can offer:

- The freedom and autonomy to shape and develop The Palmer Academy within our guiding principles.
- A wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country,
- Membership of the Teacher's Pension Scheme TPS,
- Access to professional coaching and mentoring,
- Annual leadership events, workshops and conferences,
- The support structure of the local cluster, Deputy Director of Education and the wider REAch2 central team.

As part of REAch2 employee benefits we also offer an eye care scheme, access to an Employee Assistance Programme for you and your immediate family and membership to 'perks at work' – which includes discounts on holidays, shopping, family days out and much more.

- In addition, for this post, the Trust is in a position to offer relocation assistance and a performance related bonus which will be agreed with the successful candidate and assessed against the successful completion of performance criteria.

The application

Informal and exploratory conversations are welcomed and encouraged. To arrange an informal discussion please contact Jenny Redgrove, Deputy Director of Education on jenny.redgrove@reach2.org to discuss the post in confidence and arrange a visit to the school.

The application process and timetable

Application deadline:	8 th July 2022 at midday
School visits:	Visits to the school are welcome and encouraged, please contact Jenny Redgrove, Deputy Director of Education or Gill Ellyard, Director of Education to arrange
Assessment	15 th July To take place at The Palmer Academy, Reading
Interviews:	18 th July To be conducted via zoom
Contract details:	Permanent
Salary:	L18 – L24
Start date:	January 2023 or sooner if possible

The candidates selected for interview will be informed after shortlisting and full details of the interview/selection programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).



Job Description – Headteacher

Post: Headteacher

Responsible to: Deputy Director of Education

Pay Scale: Leadership L18 – L24

Core Purpose

The Headteacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document and would be expected to have considered these in relation to the Academy.

The Headteacher is accountable to the Local Governing Body and Deputy Director / Director of Education for ensuring the educational success of the school within the framework of the Academy's strategic plans. The Headteacher will provide professional leadership and management to the school and must establish a culture that promotes excellence, equality and high expectations of all pupils.

Responsibilities

To be accountable to the Director of Education for:

- The effective implementation and embedding of the agreed school vision, principles and policies within the school;
- Providing leadership across all aspects of the internal organisation: professional leadership, management and control of the Academy;
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school's work;
- The Headteacher will have line management responsibilities for the Deputy Headteachers/Assistant Headteachers in the school;
- Promote excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole-person as well as academic);
- Ensuring that a high-quality educational experience is available for all children and young people;

- Creating a positive culture of support and high expectations, in order to achieve the school's Strategic School Development Plan, raise standards and improve the quality of teaching;
- Ensuring that teaching in all year groups is improving;
- Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion;
- Ensuring effective and appropriate pastoral support is available to children in the Academy;
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment;
- Keeping informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant and inspirational and contributes to outstanding educational and whole-person outcomes;
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Developing an inclusive and supportive approach so that the academy is a place where all young people and the wider school community feel welcome.

Developing Self and Working with Others

- Treat everyone within the academy fairly and equitably;
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance in accordance with Trust Appraisal and Capability policies and procedures;
- Ensure a high standard of professional development for all staff and for self, including attending all mandatory training events;
- Work with the SLT to recruit and retain staff of the highest quality, in line with Trust policy and safer recruitment procedures;
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided;
- Regularly monitor the budget for the school and the use of resources;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all;
- Work with REAch2, the Deputy Director / Director of Education, SLT and School Business Manager to maximise the level of external funding that is attracted to support the academy's development;
- Promote, embed, secure and monitor all agreed school policies.

Securing Accountability

- Work with the Local Governing Body (LGB) to enable them to meet their responsibilities;
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- To develop a school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including governors, parents and carers;
- Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community

- Build a school culture and curriculum which takes account of the richness and diversity of the Academy's communities;
- Ensure learning experiences for pupils are linked into and integrated with the wider community and within the REAch2 community of schools;
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Shaping the Future (Strategic Leadership)

- Work with the SLT and the LGB, and under the guidance of the Deputy Director / Director of Education to develop the shared vision and strategic plan for the academy, which is responsive to the community it serves. At the core of this should be the educational and personal development of the pupils;
- Work with the Deputy Director / Director of Education, Governors and staff to define and implement the academy's vision and strategic direction so that it is understood and acted upon by all stakeholders;
- Work within the school community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement;
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong education environment;
- Ensure the school achieves its performance targets;
- Demonstrate the vision and values of the school in everyday work and practice;
- Motivate and work with others to create a shared culture and positive climate;

- Promote the academy and develop effective and productive relationships with a wide range of stakeholders;
- Secure the commitment of parents and the wider community to the vision and direction of the Academy;
- Challenge, motivate and empower others to attain ambitious outcomes;
- Working with the Deputy Director / Director of Education, develop strategies for school readiness in Early Years and a positive transition across Key Stages and into both primary and secondary education for children and parents.

Leading Learning and Teaching

- Drive and inspire a passion for learning in every member of the school community;
- Provide a model of outstanding practice to all staff in teaching and school leadership;
- Secure and sustain effective teaching and learning throughout the Academy by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups;
- To build a collaborative learning culture within the school and actively engage with other schools within the wider REAch2 family to build effective learning communities;
- Work with all staff to build effective teams;
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff;
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below;
- Effective and consistent implementation of the Teachers' Appraisal Policy and other systems of quality assurance and professional development of teachers;
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process;
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy and the wider REAch2 family;
- Under the direction of the Deputy Director / Director of Education, develop capacity, through coaching and mentoring members of the SLT;
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development.

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Advise Governors on the formulation of the annual budget in order that the school secures its objectives;
- Receive and approve the Academy budget in order to ensure that the academy meets its objectives;
- Manage the Academy's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities;
- Seek opportunities to invite parents and carers, community figures and those from the wider REAch2 family, business or other organisations into the school to enhance and enrich the school and its value to the wider community.

Equal opportunities

- Take responsibility, appropriate to the post, for tackling unlawful discrimination amongst all groups in line with the Equality Act 2010.

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the Academy;
- Ensure that all policies and procedures adopted by the LGB are fully implemented and followed by all staff;
- Act in the role of designated safeguarding lead and fulfil all associated duties as outlined in keeping Children Safe in Education;
- 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 such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Health and Safety

- Work in compliance with the academy's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the academy;
- Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such

information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- To ensure compliance with the Data Protection Act (2018) and the Freedom of Information Act (2000).

Additional Information

REAch2 and The Palmer Academy are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to an Enhanced DBS with a Children's Barred List Check and two satisfactory references.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Trust. This job description does not form part of the contract of employment.

Person Specification – Headteacher

	Essential	Desirable
Right to work in the UK	*	
Knowledge/Qualifications and experience		
Graduate with Qualified Teacher Status	*	
NPQH (or equivalent) achieved or underway		*
Evidence of further qualifications		*
Significant experience at HT/HoS level		*
Understanding of leading an Academy	*	
Experience of leading an Academy		*
Understanding of the challenges of leading a large school	*	
Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs	*	
Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	*	
Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school	*	
Evidence of recent professional development that prepares for this post	*	
Experience of monitoring and improving the quality of teaching and learning	*	
Experience of having led, or made a significant contribution to, the success of a school, through its leadership, pupil outcomes and ethos	*	
Experience of supporting staff to optimise attainment and progress of pupils	*	

Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways	*	
Extensive experience of working with children with significant barriers to learning		*
Knowledge of legislation relating to managing a school including Equalities legislation	*	
Skills , abilities and personal attributes		
Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school	*	
Understanding and ability to communicate and successfully implement strategies across all aspects of the school including accountability, learning, curriculum, administration and communication	*	
Proven ability to deliver a collective vision and shared purpose,	*	
Outstanding teaching	*	
Experience of effectively managing the impact of change on organisations and individuals	*	
The ability to deliver effective strategic financial planning, financial management including budgetary control and value for money	*	
An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration	*	
Excellent organisational skills	*	
Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact	*	
Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour	*	

Able to meet national standards for Headteachers	*	
Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	*	
Demonstrate personal and professional integrity, including modelling values and vision	*	
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	*	
Commitment to promote and support the aims of REAch2	*	

Note to applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.