



Overseen by the



A Special Education Needs Free School
for young people with additional
Social, Emotional and Mental Health needs
Aged 11 -16

FOUNDING HEADTEACHER RECRUITMENT PACK

Headteacher
Required from 1st January 2022
or as soon after this date

£61,166 - £67,364 Per Annum (L16 – L20)

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Further information is available on request from info@theyestrust.org and includes:

- Brief guide to The Raise Academy
- Draft Curriculum & Learning Pathways

Dear Applicant

Thank you for your interest in the Headteacher vacancy.

This vacancy at The Raise Academy is an outstanding opportunity. If successful you will play a key role in setting up a brand new free school to provide successful education to students who need it most.

We want to build on our reputation of being extremely versatile, developing personalised programmes of study so all achieve. With the doors opening for the first time in September 2022. As a free school there is a rare opportunity that will give you the chance to help develop an education system that truly focuses on the individual.

The Raise Academy will become a beacon of outstanding practice in SEN delivery specifically focused around supporting students with Social and Emotional difficulties and this role will provide an exceptional prospect to help craft the foundations of successful lifelong education.

The school will begin with a cohort of 35 expanding to 50 in year 2 with potential further expansion to 64. We are looking for someone who will enjoy the challenge of setting up a school, along with the tremendous opportunity to work with an incredibly supportive central team and trust board.

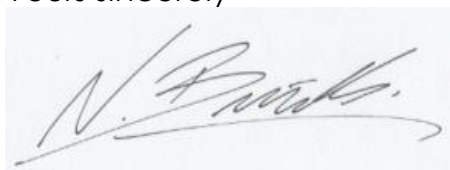
The newly appointed Headteacher will bring fresh ideas and stimulus to our already successful plans and help develop and form a staff team, maintaining effective systems and procedures.

You, as someone who is a strategic thinker, ambitious and who can use initiative and positivity combined with excellent educational strategies, can make a remarkable impact for every student that accesses The Raise Academy.

If you feel that The Raise Academy may be the right place for you, I hope you will consider applying for the post.

I will be more than happy to have an informal conversation or a face to face meeting to discuss any further questions. To arrange please contact me on info@theyestrust.org and I look forward to hearing from you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'N. Brooks', is written over a light blue rectangular background.

Nic Brindle
CEO – The YES Trust

The Raise Academy Headteacher Recruitment and Selection Process

1. You are asked to complete The YES Trust Application Form.
2. You are asked to include separately to the Application Form, a Letter of Application that addresses the items listed within the below Headteacher Person Specification & Assessment Criteria. Please keep this letter to a maximum of two pages and to the point as possible.
3. You are asked to return your Application Form & Letter of Application by email to;

FAO: Mr N.Brindle – to info@theyestrust.org

The deadline for applications is Midday on Friday 27th August 2021

| Time Line for Assessment and Selection Process | |
|---|---|
| Advertising window | 12 th July to 27 th August 2021 |
| Closing date for applications | Midday, 27 th August 2021 |
| Opportunity for informal discussions or visit with CEO | On request |
| Shortlisting of candidates for interview days | 27 th August 2021 |
| Shortlisted candidates informed of selection for the final interview day(s) | 31 st August 2021 |
| First interview day | 9 th September 2021 |
| Second Interview day for those successful on the 13 th June 2019 | 10 th September 2021 |

The Raise Academy Educational Vision

Vision and Background

To deliver the vision the Headteacher will work in collaboration with the Trust Executive Team to make sure that the school's education, budget and resources are used to deliver some of the best education in the country.

The Raise Academy will work constantly to provide excellence for every student. With a highly-trained, specialised team, we will support the entire cohort's needs, particularly focusing on those students with mental-health issues, needing a safe, but aspirational, environment to recapture an often lost passion for learning and creativity.

Raise is a special school for 11-16 year olds who have an EHCP (though there will be a limited number of assessment places within the school).

Role and Job Description

To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its students and improved standards of learning and achievement. The ~Headteacher will provide the most senior leadership within the school and support the trust further to advance its wider strategic objectives. The key areas of Headship are contained in the DfE National Standards for Headteachers.

Framework and Requirements

A head teacher shall carry out his/her professional duties in accordance with and subject to:

- The Trust policies and documents
- The provisions of the Education Acts
- Any orders and regulations having effect thereunder
- Local Education Authority policies where applicable
- YES Trust Development Plan
- Targets as agreed with the Trust Executive team and external SIP

A head teacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the Trust under their powers
- The terms of his/her employment.

Professional Duties

The professional duties of a headteacher shall include:

- School development: Formulating the overall aims and objectives of the school and policies for their implementation
- Strategic direction and development of the school: Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and students.

Staffing

- Leading the selection and appointment of the teaching and non-teaching staff of the school.

- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the headteacher as may be properly delegated to a deputy headteacher, assistant headteacher or other member of staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere
- Considering in particular in relation to such allocation of duties how far the duties of the headteacher may be delegated to any deputy headteacher or assistant headteacher
- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school (including where applicable the headteacher), taking account of staff teaching and other duties
- Ensuring that teachers at the school receive information they need to carry out their professional duties effectively,
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development
- Supporting middle and senior leadership of the school to build capacity, recognise existing talents and encourage delegation
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff
- Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.
- Maintaining relationships with organisations representing teachers and other persons on the staff of the school.

Curriculum

- Determining, organizing and implementing a deep and rich curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the students and the resources available to the school

- Securing that all students in attended well and are supported to attend well.
- Ensuring that improvements in the curriculum are a priority for all students including those with SEN, Pupil Premium, Gifted and Talented and EAL.
- Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these.

Teaching and Appraisal

- Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained.
- Supervising and participating in arrangements for the appraisal of the performance of teachers in the school
- Participating in arrangements made for the appraisal of his/her performance as a headteacher, and that of other staff who are the responsibility of the same appraisal system
- Participating in the identification of areas in which s/he would benefit from further training and undergoing such training
- Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the maintaining authority and governing body
- Ensuring that newly-qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those regulations
- Ensuring that teachers serving induction periods under the Induction Regulations do not teach more than 90% of the time a teacher at that school who does not receive a management allowance would be expected to teach.

Progress

- Ensuring that the progress of students of the school is monitored and recorded

- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning
- Using this data continuously to support and improve standards.

Inclusion

- Ensuring that the health and wellbeing of children is encouraged through a nurturing environment.
- Promoting equality and inclusion in all aspects of school life
- Ensuring that the requirements of the Code of Practice are met.

Relationships

- Making arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims
- Creating and maintaining an effective partnership with parents/carers to support and improve students' achievement and personal development
- Working with parents/carers to ensure children have access to extended services, extracurricular opportunities, homework and other social and educational experiences, e.g. through the Parent Staff Association.
- Attending meetings of the Local Support Board (LSB) and making reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time
- Advising and assisting the LSB, CEO and Trust Board in the exercise of their functions (without prejudice to any rights s/he may have as a support member of the school)
- Advising the LSB and or CEO/Trust on the adoption of effective procedures to deal with incompetent teachers, and keeping the LSB informed of the general operation of such procedures
- Reporting to the LSB and or CEO on the professional development of all staff at the school. Maintaining liaison with other schools and education establishments with which the school has a relationship

Safeguarding and Safety

- Safeguarding and promoting the welfare of children and young persons s/he is responsible for or comes into contact with.

- Ensuring the health and safety of all children, staff, parents/carers and visitors

Person Specification

| Selection Criteria | | Essential (E) / Desirable (D) | Shortlisting | Interview |
|---|---|----------------------------------|--------------|-----------|
| Qualifications | Qualified Teacher Status | E | X | |
| | NPQH or further professional qualification | D | X | |
| Experience | Successful senior leader experience (Minimum 3 years) | E | X | X |
| | Experience of working with SEMH students | E | X | |
| | Experience of leading SEMH settings or initiatives | D | X | X |
| Strategic Direction and Development of the School | Ability to provide clear educational vision and direction and lead by example | E | X | X |
| | Ability to formulate aims, policies, plans and monitor, evaluate and review the impact of these | E | | X |
| | Evidence of introducing effective strategies for improvement | E | X | X |
| | Knowledge of current educational developments | E | | X |
| | Knowledge of statutory requirements | E | | X |
| Leading and managing staff | Ability to lead, manage and motivate the whole school community | E | | X |
| | Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals | E | X | X |
| | Successful Experience of leading in service training for staff | E | X | |
| | Ability to consult and negotiate effectively with different stakeholders involved with the school, including students | E | | X |
| Standards | Experience of raising standards | E | X | X |

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|--|--|---|---|---|
| | Ability to collect, analyse and use data on students' progress and performance to raise standards, using appropriate systems including ICT | E | | X |
| | Ability to set and achieve aspirational targets for the Trust, school, staff and students | E | X | X |
| Learning and Teaching | Understand the principle of effective learning and teaching and the ability to promote our culture and learning throughout school | E | X | X |
| | Understanding of the principles of how to engage children with SEN through an individualised curriculum | E | X | X |
| | Successful experience of reviewing and developing a curriculum | E | | X |
| | Understanding of the role and impact of assessment in children's learning | E | X | X |
| | Successful experience of promoting the personal, social, moral, cultural and spiritual developments of students | E | | X |
| | Successful experience of monitoring, evaluating and improving the quality of teaching. | E | | X |
| Ethos and Inclusion | Ability to create and maintain an environment which promotes good behaviour, respect and celebrates success. | E | X | X |
| | Understanding of the factors which create barriers to learning | E | X | X |
| Relationships with parents and wider community | Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance student learning | E | X | X |
| Development of staff and resources | Ability to interpret, monitor and manage a budget | D | | X |
| | Ability to manage, monitor and review the use of resources, ensuring best value | E | X | X |
| | Experience of recruiting, selecting and deploying staff | D | | X |
| Suitability to work with children | Ability to form and maintain appropriate professional relationships with children and young people | E | X | X |
| | Experience of working with challenging behaviour | E | X | X |
| | Appropriate use of authority and ability to maintain high standards | E | X | X |

| | | | | |
|--------------|--|---|---|---|
| Other Skills | Ability to manage time well and work under pressure to deadlines. | E | X | X |
| | Effective ICT skills | E | X | |
| | Effective interpersonal, communication and presentation skills; both written and oral. | E | X | X |

Working hours and conditions

As Headteacher of The Keystone Academy you will be given holidays in line with the school calendar, no holiday time will be allowed during the school open periods. **(Please note the school holiday calendar is likely to be different to most schools and your employment will be set to these dates)** You will be required to work such hours as are necessary for the performance of your professional duties.

Extra CPD Opportunities

- There is a lot of potential surrounding The Keystone Academy and wider YES trust with potential extra opportunities and expansion of the job and role. This development would be further discussed after appointment with the school CEO
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The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.

The Youth Engagement Schools Trust (YES Trust) Safer Recruitment Policy Statement

The safe recruitment of staff in YES Trust is the first step in the effective safeguarding and promoting the welfare of our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This YES Trust recognises the value of, and seeks to achieve a diverse

workforce which includes people from different backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within the YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references*verification of the candidate's identity a satisfactory DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- teaching posts - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust will keep and maintain a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The YES Trust Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. This YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

A copy of the YES Trust Safer Recruitment Policy & Procedures is available on request

Site

Currently the school is in the development phase of being built and these plans can be obtained on request