

WILLIAM
BROOKES
SCHOOL



The
3-18
Education
Trust

Appointment of Headteacher William Brookes School



Letter from the Chair of Trustees, Chair of Governors and CEO

Dear Colleague,

Thank you for your interest in the role of Headteacher. This opportunity has arisen due to the retirement of the current postholder after 20 years of distinguished service to the school.

The Governors and Trustees recognise the successes of our oversubscribed school but they are also clear that the school must continually evolve in order to extend each student's growth and achievement.

The school includes a Sixth Form and is situated in Much Wenlock, a small market town of charming character in South-East Shropshire. Numbers on roll are planned to be just under 1,000 students, with the prospect of growth in the future. The school is housed in new buildings and has a contemporary feel with state-of-the-art facilities, including a performing arts suite, a swimming pool and an astro-turf athletics track. William Brookes School is the only Coubertin School in the UK and we are proud of our connection with the Olympic movement, which forms the basis of our ethos and values.

Students achieve well at both GCSE and A Level results, and the school works hard to ensure that they leave with a good foundation on which to build the successful next stage of their lives.

The 3-18 Education Trust has a philosophy that ensures that each school within the Trust has its own Head and Local Governing Body and can maintain its own ethos and independence whilst enjoying support and additional capacity where required from the Trust. The Trust is absolutely committed to ensuring that each of its constituent schools retains its unique identity, whilst the combined experience and expertise available provide a dynamic synergy.

This recruitment pack contains a person specification and job description outlining the necessary experience and qualities that we are seeking. We recognise that headship is challenging, but leading a highly successful school is particularly so. The Governors have always been open to change and we recognise that the School must develop and grow. We are therefore looking for someone who has had significant experience on at least one Senior Leadership Team, who can take the School forward.

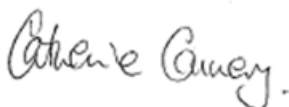
Shropshire and its setting provide significant social, cultural and recreational opportunities. Shropshire is a beautiful county - rich in history, idyllic landscapes and with a range of urban and rural settings.

If you decide that you have the energy, enthusiasm and experience to lead our education community we look forward to your application. Should you wish to visit the school for a visit to help you with your decision, or just to find out more, please make contact with us (see page 11 for details).


Yours faithfully,



Gary Turner
Chair of Trustees



Catherine Connery
Chair of Local Governing Body



Michael Barratt
CEO

About our school



William Brookes School is a mixed comprehensive school with over 930 students on roll, including over 100 in the Sixth Form. Each September sees us oversubscribed in Y7 and the Sixth Form has grown by 50% in the last 2 years. We value the specialisms we hold in Performing Arts and Maths & Computing and continue to support their profile. The school always has an exciting feel to it, with a lot going on every term. We moved into our brand new school in September 2010 and everyone, students, staff and the local community, has embraced the fantastic ICT rich facilities we now have at our disposal. Our school is very much focused on the people who work within the building and we work hard on achieving our motto of “be the best you can be through courtesy, enterprise and endeavour”.

Although situated in beautiful surroundings on the edge of the small rural town of Much Wenlock, we are far from being a sleepy rural school. We have eight partner primary schools, with whom we work very closely, but we draw from a much broader spectrum of some 25 or more primary schools, including some in Telford, Bridgnorth and Shrewsbury, as well as the wider rural area of South East Shropshire.

We are a comprehensive school in every sense of the word. Our ability spread is wide and also well balanced. The last few years have seen several of our students go on to Oxford and Cambridge but we also cater for students with quite complex special educational needs too. The socio-economic background of our students is equally mixed, and we enjoy the same levels of support from parents from all sectors. Some children have moved to us from the independent sector, some students live in isolated communities and many live in our surrounding villages and towns, with some 25% coming from the immediate town of Much Wenlock and surrounding area, approximately 31% from Broseley, which lies to the south of Ironbridge and 17% coming from the neighbouring areas of Telford & Wrekin.

We offer:

- A robust and supportive induction programme
- Insightful and progressive CPD opportunities
- Strong and encouraging middle and senior leadership
- Wide ranging and exciting extra-curricular activities that everyone can get involved with

The school's dual specialist status as a performing arts and mathematics and computing college is judged to have contributed extremely well to the school's success through enabling it to offer an excellent range of cultural opportunities for students in which to participate and also to enable them to make an outstanding contribution to the wider community. The Sixth Form came in for particular praise, as well, with its “lively and purposeful environment”, in which “students develop good social and personal skills and become confident and articulate young people” who are “extremely positive about the education they receive”.



Thank you for expressing an interest in working within our Trust. Our Multi-Academy Trust (MAT) was established in 2016 with The Priory School and St Martins 3-16 School. In 2017 Coleham Primary School joined and in 2020 we welcomed Thomas Adams School, an 11-18 co-educational community school, sixth form and boarding house to the Trust. William Brookes School, Much Wenlock, which is an 11-18 Coubertin School, joined the Trust in April 2021. We are presently working with Shropshire Local Authority, as sponsors of a brand new Free School (3-11) in Shrewsbury (due to open in 2022) and we anticipate further growth in primary and secondary phases over the coming year.

The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

Our Mission: To be an excellent Trust that supports and challenges in appropriate measure, so that every individual is in a great school.

Our Vision for students: Our students leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

Our Vision for schools: We celebrate the differences between our individual schools and enjoy the benefit of the team so that each school gives and receives support and retains their identity and culture.

These three statements head our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation, in that as new schools seek to join us we look in turn to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful. In essence, we want every school to give and receive support enabling every child to be in a great school.

Please take a look at our Trust website <https://www.3-18education.co.uk/> for more details.

Job Description



Title of Post:	Headteacher
Post Status:	Permanent, Full-Time
Salary Range:	Group 6 (L25-L31 £76,141-£88,187)
Accountable to:	CEO, The 3-18 Education Trust Local Governing Body

Purpose

The Headteacher is accountable to the CEO and Local Governing Body for the professional leadership, strategic direction and operational management of the school, to ensure that the school's aims are implemented in accordance with the School Development Plan and the policies of the Governing Body and Trust Board. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary, to secure and to promote the highest standards in all aspects of school life.

The Headteacher will work in partnership with The 3-18 Education Trust colleagues, at all levels, in all schools and with the central MAT team, to deliver the Trust Strategic Development Plan.

The Headteacher will work with, and secure the commitment of, the local community by developing and maintaining appropriate networks and relationships and contributing to raising standards to build a professional community that enables all to progress and achieve.

The Trust is committed to safeguarding and promoting the welfare of children and young people and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard students.

The appointment is subject to the provisions of the School Teachers' Pay and Conditions Document.

Key Responsibilities

1. Strategic Direction and Shaping the Future

- Work with the CEO, Local Governing Body and other key stakeholders to create a shared vision and strategic plan which is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate our vision and values in everyday work and practice.

- Work in partnership with others to create a shared culture and positive climate, which inspires and motivates students, staff and all other members of the school community.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.

2. Leading Teaching and Learning

- Ensure a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice, learning outcomes and promote improvement strategies.
Acknowledge excellence and challenge underperformance at all levels, ensuring effective corrective action and follow-up.

3. Developing Self and Working with Others

- Regularly review own practice and set personal targets to equip self with the capacity to deal with the complexity of the role and be committed to continuing professional development.
- Develop appropriate and effective channels of communication with all staff
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review, supporting all staff to achieve high standards.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Build a collaborative learning culture within the school and actively engage with Trust schools and other schools and colleges to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

4. Leading and Managing the School

- Seek ways of improving organisational structures and functions, through effective collaboration with others, that reflect the school's values, and enables management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's finances and human resources effectively and efficiently to achieve the school's educational goals and priorities; working in partnership with the School Business Manager, Trust Finance Director and Trust HR Manager.

- Recruit, retain and deploy staff appropriately to assist in managing their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with all staff.
- 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 range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and to provide value for money.

5. Securing Accountability

- Fulfil commitments arising from contractual accountability to the CEO and Local Governing Body.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Local Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including Trustees, governors, parents and carers.
- Ensure that the external auditors have access to all resources in order to ensure that they can fulfil their role
- Provide governors with detailed information that allows them to set, monitor and review the school budget.

6. Strengthening Community

- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities, collaborating with Trust schools to share expertise.
- Ensure learning experiences for pupils are linking into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Create and promote positive strategies for challenging prejudice and discrimination and deal with this, in line with appropriate policies, should it arise.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Co-operate and work with relevant agencies to protect children.

7. Public Relations

- Promote high quality communications with the wider community.
- Act at all times as an ambassador for the school and trust in a manner which upholds its values and ethos.
- Oversee the preparation and updating of the school prospectus and all promotional material, including the school website.
- Be responsible, in consultation with the Chief Executive Officer and Chair of Governors, for handling of the media and all aspects of public relations.

The Headteacher may be asked by the CEO or Local Governing Body to undertake other duties reasonably regarded as falling within the responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.

Person Specification



Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree Teaching Qualification 	<ul style="list-style-type: none"> Higher qualification in education and/or management (e.g. NPQH). Masters qualification
Experience	<ul style="list-style-type: none"> Experience in at least two secondary schools. Significant experience at Senior Leadership Level in at least one school. Proven track record of raising educational standards. Experience of working with a Governing Body. 	<ul style="list-style-type: none"> Experience of both curriculum and pastoral issues. Experience at Senior Leadership Level of a recent Ofsted inspection.
Personal Qualities and Attributes	<ul style="list-style-type: none"> A passionate belief in values based in education. A highly skilled communicator, both in writing and speaking. Lead by example, with high professional standards. Enthusiastic, resilient and energetic. 	
Strategic Direction and Shaping the Future	<ul style="list-style-type: none"> Excellent knowledge of current and potential educational developments. Experience of successfully leading change and inspiring others. Proven track record of driving forward vision and values. 	<ul style="list-style-type: none"> High profile in school and community. Proven track record of change management.
Leading Teaching and Learning	<ul style="list-style-type: none"> Ability to lead and inspire high quality teaching and learning. Ability to inspire, demonstrate and support the pursuit of excellence and highest expectations for all. Commitment to include and make a difference to every child. 	<ul style="list-style-type: none"> Track record of improving the standard of learning and teaching. Experience of monitoring learning and teaching.

Developing Self and Working with Others	<ul style="list-style-type: none"> • Recognition of the need to set and meet appropriate and challenging targets. • Capability to make decisions whilst also delegating appropriately. • Commitment to the empowerment and training of staff. • Commitment to own ongoing self-development. • Ability to lead support staff ensuring their contribution is valued and their skills meet the needs of the school. 	
Leading and Managing the School	<ul style="list-style-type: none"> • Capacity to work with, build and lead high performing teams. • Ability to use strong and effective management systems, including Performance Management. • Ability to produce and implement appropriate improvement plans and policies. 	
Financial Capability	<ul style="list-style-type: none"> • Experience of working with whole school budgets. • Financially literate and able to monitor and review the school's internal audit systems. • Confident in manipulating and working with numbers. 	<ul style="list-style-type: none"> • Experience of working with external auditors.
Securing Accountability	<ul style="list-style-type: none"> • Ability to lead and sustain outstanding school performance. • Ability to delegate responsibility with accountability. 	<ul style="list-style-type: none"> • Experience of successful work on 'Narrowing the Gap'.
Strengthening the Community	<ul style="list-style-type: none"> • Commitment to work with and learn from other schools. • Commitment to the continuation of our strong links and partnerships. • Ability to recognise and build on the school's excellent multi-agency links. 	<ul style="list-style-type: none"> • Experience of business links.
Public Relations	<ul style="list-style-type: none"> • Experience of public relations in any form. 	<ul style="list-style-type: none"> • Experience of, and confidence in, handling of the media.

Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Commitment to equality of opportunity. • Sufficiently fluent in spoken English to ensure effective performance in the role. • Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check. 	
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The Appointment Process

In your application you should submit an application form and write a letter of no more than 400 words explaining how you would establish the strategic direction of the school, in order to shape its future.

Applications will only be accepted from applicants completing the **Headteacher Application Form** in full. We do not accept CV's.

The **Headteacher Application Form** can be found on our website at:

<http://www.williambrookes.com/vacancies/headteacher/81> and all applications will be acknowledged.

Interviews will be offered to those applicants who best demonstrate how:

- Skills, abilities and experience match the person specification, taking into consideration the job description.

Closing date for applications: 9.00am, Monday 28th June 2021

Shortlisting and Candidate Notification: By Thursday 1st July 2021

Interviews: Wednesday 7th July and Thursday 8th July 2021

If you wish to discuss this opportunity further, please contact Michael Barratt, CEO of The 3-18 Education Trust through Emily Hassell, Trust Office Administrator at emily.hassell@318education.co.uk

If you would like to arrange a visit to the school, please contact Kerry Cloud on 01952 728 904 or by emailing kcloud@williambrookes.com

Please return completed applications to: Laura Taylor, HR Manager, at: laura.taylor@318education.co.uk or applications can be returned to The 3-18 Education Trust, Longden Road, Shrewsbury, SY3 9EE. All applications will be acknowledged.

The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people.

This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.