



# Headteacher Recruitment Pack

Meadowdale Primary School



# A letter from Learn-AT's Chair of Trustees



Thank you for your interest in our Headteacher role. The Trustees of Learn Academies Trust and the Local Governing Body of Meadowdale are working closely together to appoint a great leader for this successful school.

Learn Academies Trust came into being in September 2016 and comprises ten primary schools, based in Market Harborough, its neighbouring villages and Blaby and Narborough. We have both Church of England and Community academies and are committed to keeping this balance as the Trust continues to grow in strength and depth.

We firmly believe that through building strong foundations and a culture of collaboration we are achieving great things and building a strong reputation within the education fraternity. Over the past three years we have established strong links with a number of strategic partners and specialist networks, all with a strong focus on research and professional learning. This is part of the DNA of the Trust.

Our leaders work hard together: they value the fellowship and the generosity of spirit which underpin the work of the Trust and the opportunities for their professional growth. They know that they will be well supported by the executive team, Trustees and Local Governors who are passionate about serving children and families in their local communities.

We are looking forward with optimism to the next chapter for our Trust and for Meadowdale. We are seeking a Headteacher who is willing to lead with us, with energy and creativity, someone who works with humility and determination, never losing sight of the main thing: an excellent education for all children.

**Gillian Weston**

# A letter from Meadowdale's Chair of Local Governors



On behalf of the Local Governing Body at Meadowdale, thank you for your interest in our vacancy for a Headteacher.

We have an ethos of togetherness, which is seen throughout the school community, with staff, pupils and parents all collaborating to make a positive learning environment. Within the school everyone is valued, supported and encouraged to achieve their full potential.

As a Local Governing Body we are proud of the achievements of its staff and pupils yet also ambitious for the future of the school. We have a committed staff group who work hard to provide a caring and engaging learning experience for all pupils. We are looking forward to finding a Headteacher to bring a passion for excellence to drive the school forwards by continuing the spirit of collaboration both within the school and wider community within Learn-AT.

Visits to our school are encouraged and welcomed. We look forward to receiving your application.

**Josie Harrison**



# About Meadowdale Primary School



Meadowdale Primary School is a co-educational school for children in the 4+ to 11 age range. The school opened in January 2001 and was purpose built for the 21st Century with some of the best facilities and equipment that are needed for education today. Our modern accommodation includes:

- A dedicated foundation stage area with two classrooms, an outdoor learning area and a separate playground.
- Ten classrooms in the main building and two mobile classroom blocks, all with interactive whiteboards and wireless internet capability.
- A newly-refurbished library.
- Quiet rooms and smaller working spaces for group work or one-to-one work.
- A computer suite with a computer for every child in a class, Apple Macbooks, iPads and iPods.
- A hall with P.E. and drama facilities including staging, lighting, professional sound system and wireless microphones.
- A music room with piano and keyboards.
- A modern, three-court sports hall for games and gymnastics.
- A kitchen where meals are cooked on site daily and a cookery room for children to use.
- Landscaped grounds that include a playground, outdoor classroom, sensory garden, adventure trail, forest school area and a playing field.

The school converted to an academy in July 2012 and joined Learn Academies Trust in September 2016. There are currently 364 pupils on roll in 14 classes.

Meadowdale is a friendly place which celebrates a caring ethos, where everyone is treated with respect and people's positive contributions are valued. We strive to provide excellent, innovative and exciting learning experiences which enable our children to become well-rounded members of society: healthy, strong, resilient individuals with a "can do" attitude. Learning is reinforced through trips and visits, theme days and weeks and special assemblies to foster a love of learning that continues beyond school.

We have a strong record in sport, including swimming, football, basketball, netball and athletics. We also encourage children to learn musical instruments and a range of specialist teachers offer lessons during the school day. We organise an annual concert and also participate in other events such as Young Voices concerts and carol singing in the local area. The children all take part in class assemblies and school productions throughout their time at the school.

We aim to encourage, support and include all learners so that they can achieve their full potential regardless of their ability, age, gender, background or race. Our specialist SENDCo supports teaching staff to identify special needs as early as possible and then, in conjunction with families and other professionals, plan ways to meet and where possible overcome them.

All adults act as positive role models and have high expectations of behaviour. Our behaviour policy is based on the principles of positive reinforcement which ensures that the pupils who consistently do the right thing get the recognition they deserve.





## What do staff say about Meadowdale?

Meadowdale has hard working staff who want to make a difference and look after the well-being of staff and pupils. Everyone is on board when changes are needed. We plan an engaging curriculum designed for our children. We offer good pastoral care for the children and care about the development of the whole child, as well as the progress they are making. We are a very nurturing school and promote a kind and caring environment for the children. CPD is excellent. Staff work together as a team. As a school we look after our children well. We recognise that for some of our children, school is a stable factor in their lives and we seek to support children and families. Children are listened to and the new vision is helping to focus everyone in the right direction. We show resilience and determination to continually improve practice, with the children always being at the heart of everything we do. Our teaching and support staff work tirelessly to promote a positive working environment for the children, supporting them and listening to their individual needs. The children are at the centre of everything we do and we continue to strive for a well-rounded curriculum to meet all the needs of the children.





# About Learn-AT

**Thank you for your interest in Meadowdale Primary School, which has been part of the Trust since its inception in 2016.**

Learn-AT was founded in 2016. The Trust is a state-funded, education charity serving children, their families and the community, whose main object is the provision of education. We are part of the Diocese of Leicester's family of mixed community and Church of England school trusts. Learn-AT's core purpose is learning, and our core value is fellowship.

**For Learn-AT, learning is the main thing.**

**We keep the main thing, the main thing and we do the right thing, the right way. Together.**

These are our commitments:

**We believe** in the power of education and learning to transform children's life chances and choices.

**We care** about the well-being of our pupils, colleagues, governors and school communities.

**We promise** to work together, with integrity and in the spirit of fellowship, to build a professional learning community in which colleagues thrive and pupils flourish.

Over the three years since the Trust was launched, we have grown from seven to ten schools, with around 2,300 pupils on roll. The other schools in the Trust are:

- Blaby Stokes CE Primary School
- Church Langton CE Primary School
- Great Bowden Academy
- Husbands Bosworth CE Primary School
- Lubenham All Saints CE Primary School
- Market Harborough CE Academy
- Red Hill Field Primary School
- Ridgeway Primary Academy and
- St Andrews CE Primary School (North Kilworth)

## Learn-AT's Mission

**A professional learning community in which colleagues thrive and pupils flourish**

### Learning

**John 10:10**

*I have come in order that you might have life - life in all its fullness.*

A rich, rigorous, coherent curriculum

### Fellowship

**Matthew 22:39**

*Love your neighbour as you love yourself.*

## The Golden Rule: Matthew 7:12

Do for others what you want them to do for you

Learn-AT is establishing itself as a leading trust in the local area. We have a strong track record for school improvement, with positive inspection outcomes as a result of an effective, collaborative and evidence-based approach to school-to-school support, including peer review. We have established effective, trust-wide financial and operational systems which mean that our school leaders can focus on teaching and learning, the main thing. We nurture our leaders and pro-actively support their professional development. We also place an enormous emphasis on developing research-informed practice, professional learning and the use of evidence (RIPPLE). This feature of Learn-AT has contributed to Teaching School and Associate Research School designation.

## How are Learn-AT's values reflected in leadership?

### Learning and Fellowship

- Professional collaboration
- School to school support
- Accountability systems
- RIPPLE
- Integrity
- Generosity of spirit
- Kindness
- Ethical leadership

The quality of learning is the golden thread that weaves its way through everything we do.

## Strategic Themes

- Every child flourishes and enjoys learning with access to a rich, rigorous and coherent curriculum.
- A school-led trust, committed to continuous improvement in an environment in which colleagues thrive.
- Our trust develops and grows, remaining true to its founding vision and values.



# Working in Partnership

## Learn-AT Teaching School

Learn-AT Teaching School was established in 2017, when Church Langton CE Primary School and Great Bowden Academy were awarded the National Teaching School designation



by the DfE. All Learn-AT schools are members. Membership provides access to a range of CPD programmes and in-school support for research-informed professional learning, and support for school improvement. Learn-AT schools can also contribute, through the Teaching School, to initial and early career teacher training, in partnership with the University of Leicester.

## Learn-AT Associate Research School

The Education Endowment Foundation designated Learn-AT as an Associate Research School, to work in partnership with Kyra Research School on behalf of Leicestershire, Leicester and Rutland as well as further afield, in north Northamptonshire and Cambridgeshire. The designation was a recognition of the Trust's strong track record in research-informed practice and professional learning. Together with Kyra and Evidence Leads in Education from schools across the region, Learn-AT leads evidence-based training about EEF research findings in key areas of curriculum and pedagogy.

Through the Teaching School and the Associate Research School, we work in close partnership with our colleagues in other school trusts and in LA maintained schools.

## Diocese of Leicester

Learn-AT is a mixed, Church of England and Community MAT, supported at member-level by the Diocese of Leicester. All Learn-AT academies, whether they are Church of England

or Community schools are treasured members of the Diocesan family of schools, served and supported by the Diocese. The Diocese values and celebrates each school, its individual ethos, distinctiveness and identity, regardless of whether that identity is explicitly Christian or not.

## Chartered College of Teaching

Learn-AT is a Chartered College of Teaching Local Network. Two Learn-AT senior leaders are Founding Fellows of the College.

## External Consultants

Where appropriate and in response to specific school improvement and professional learning needs, we commission targeted work with specialist external consultants.

## The Department of Education and the Regional Schools Commissioner

Learn-AT works in partnership with colleagues at the Department for Education and the Regional School's Commissioner's Office to explore the contribution the Trust can make to high-quality education in the wider regional context.

## Whole Education and Leadership Matters

All Learn-AT schools are members of Leadership Matters and Whole Education. These important partnerships provide access to high quality leadership and curriculum development.

## Confederation of School Trusts

Learn-AT is a member of the Confederation of School Trusts (formerly FASNA). This organisation provides a voice for school trusts, advocating for ethical organisations, building a culture of system health and connecting and supporting executive and governance leaders.

**More information about Learn-AT is available on the Learn-AT website:**  
<http://www.learnat.uk>

# About Market Harborough

Market Harborough is a market town within the Harborough district of south Leicestershire, England. It has a population of about 23,000 and is the administrative headquarters of Harborough District Council. The town sits in the Welland Valley, on the Northamptonshire-Leicestershire border, just 12 miles from Junction 20 off the M1 motorway, with the A14 and A1 trunk roads providing further links. The town is centrally situated about half an hour's drive from Leicester to the north and Rugby and Coventry to the west; twenty minutes from Corby to the east and Kettering to the south.

The town is well served by East Midlands Railway with direct services to Leicester,

Nottingham, Sheffield, Derby, Kettering, Wellingborough and Bedford, and London St Pancras International under 1 hour away.

Market Harborough sprang up in the middle of the 12<sup>th</sup> century around its produce and livestock markets. Although now indoors on a specially developed site, the market still opens on Tuesday, Friday and Saturday each week, with an antiques' market on Sundays and regular farmers' and artisan markets held on the town square. The cattle market moved a short distance away to the outskirts of the town some time ago.

The centre of the town is dominated by the steeple of St. Dionysius Parish Church, constructed



in grey stone in 1300AD, with the church itself a later building of about 1470. Next to the church stands the Old Grammar School, a small timber building dating from 1614. This has become an iconic symbol of the town. During the English Civil War, Market Harborough became a staging post for King Charles' army prior to the battle at nearby Naseby in 1645. St Di's was used to incarcerate the defeated Royalist soldiers who had been taken prisoner in the battle.

Market Harborough was the location of the Symington Corset Group, famous for the manufacture of the liberty bodice. Although the company is long gone, part of the Symington's factory is now the offices of the Market Harborough District Council and the location of town's recently refurbished museum. The museum houses the famous 'Hallaton Treasure', the largest treasure trove ever found of British iron age coins, discovered with a beautifully preserved Roman soldier's helmet in the nearby Leicestershire village of Hallaton in 2000.

Market Harborough has two villages within its confines: Great Bowden lies over a hill about a mile from the town centre; Little Bowden is less than half a mile from the town centre. The three centres have largely coalesced through ribbon development and infill, although Great Bowden continues to retain a strong village identity.

A shopping visit to Market Harborough offers a wide variety of mainstream high street chains along with a wealth of independent retailers and eateries both on the main streets and tucked away along many quaint little streets and yards. The town is the home of the successful retail clothing chain, Joules; its first and flagship store is located on High Street.



Market Harborough is surrounded by beautiful Leicestershire and Northamptonshire countryside. For those who prefer to travel at a more leisurely pace, the Grand Union Canal is also to be found on the northern edge of the town. Very much now a tourist attraction, the Grand Union Canal's famous 'staircase' flight of 10 locks are to be found in the nearby village of Foxton.

In January 2017 Market Harborough was placed 8<sup>th</sup> in the Daily Telegraph's top ten UK small towns and in June 2019 it topped the list of Your Housing Group's Most Liveable Towns.

## Thank you

Thank you so much for your interest in this post, our school and our Trust. We would be delighted to welcome you to visit the school and to answer any questions you may have. Contact details are at the end of the pack.



# About the role

## Who are we looking for?

We are looking for a visionary and wise school and system leader with a strong sense of moral purpose, empathy and emotional intelligence. You will be an optimistic, strategic thinker, thrive on challenge and be resilient in the face of educational change. We hope you like people - large and small, young and old; we hope you recognise, value and nurture talent, thrive on research-informed professional learning and can promote and participate in it with your colleagues. We expect you to have high aspirations, high expectations and high standards, while respecting community, inspiring hope and treating the people you serve with dignity.

## What we offer

- A peer network of like-minded trust and school leader colleagues.
- A career structure for talented headteachers.
- A commitment to work in partnership with you to nurture and develop strong, distributed and visible leadership for each school.
- Recognition that all schools have their own distinctive character and ethos.
- Support for local leadership, governance and responsibility.
- A culture of effective, professional collaboration which secures high quality education and well-being for children in every Learn-AT school.
- Excellent conditions of employment in an attractive location, in successful schools with supportive school communities.
- A commitment to continuing professional leadership development.
- Effective trust finance and business management systems - ensuring that our academies can focus on delivering exceptional teaching and learning.
- A relentless focus on learning, in fellowship.

# Job Description

## Job Details

<b>School Trust:</b>	Learn Academies Trust (Learn-AT)
<b>School:</b>	Meadowdale Primary School
<b>Salary Range:</b>	L18 - L24 starting point negotiable according to skills and experience
<b>Hours:</b>	Full Time
<b>Contract Type:</b>	Permanent
<b>Accountable to:</b>	Trust Leader of Learn Academies Trust
<b>Accountable for:</b>	All teaching and non-teaching staff in the school

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## Main Purpose of the Role

The core purpose of the Headteacher is to provide professional and strategic leadership for Meadowdale Primary School. The Headteacher is the lead professional in the school, accountable to the Trust Leader of Learn-AT for delivering visionary, bold and inspirational leadership and promoting a thriving professional learning community in the school. With the Senior Leadership Team of the school, the Headteacher will ensure the school is managed and organised to achieve strategic aims. The Headteacher will uphold and develop an environment for teaching and learning that empowers all staff and pupils to achieve their full potential within an ambitious culture of continuous improvement. He or she will ensure that the vision and values of the school and those of Learn Academies Trust are upheld in accordance with the policies of the Trust and of its Local Governing Body. The Headteacher must establish a culture which promotes excellence, equality and high expectations of all pupils, ensuring that:

- The school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of academic achievement, spiritual, moral, social and cultural development, behaviours for learning, attitudes and personal development.
- The school is inclusive, hospitable, invitational and nurturing in all aspects of its work, promoting commonly held values of wisdom, hope, community, dignity, compassion and empathy alongside the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- The school promotes and safeguards the welfare of all children, enabling every child, from whatever background or circumstances to have the support needed to be healthy, safe, successful.
- All statutory duties are met, and the work of the school is effectively monitored, evaluated and reviewed.

Working with colleagues in the Trust and in the school, the Headteacher is responsible for evaluating the school's performance to identify priorities for improvement; raising standards; ensuring equality of opportunity for all pupils; developing policies and practices; ensuring that resources are deployed effectively and efficiently to achieve the aims and objectives of the trust and the school and for its day to day management, organisation and administration.

Working with and through others, the Headteacher secures the commitment of the school's wider community by developing and maintaining productive partnerships with Learn-AT partner academies, Learn-AT Teaching and Associate Research School, other services and agencies for children, local secondary schools and the local authority. Through such partnerships and as a system leader, the Headteacher will play a key role in contributing to the development of the wider education system, collaborating with colleagues to raise standards for all pupils. The Headteacher is responsible for working with members of each school community to create productive, engaging and fulfilling learning environments for all pupils.

The Headteacher carries out the duties of the headteacher as set out in the current School Teachers' Pay and Conditions Document and meets the criteria outlined in the National Professional Standards for Headship.

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## Key Areas of Responsibility

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### Leadership and Management

Establishing goals and expectations Work with Learn-AT's Trust Leader, senior school leader colleagues, staff, parents/carers, the Local Governing Body, colleagues in Learn-AT schools, the church and Diocese, Learn-AT and the local community to:

- create a culture which aligns closely with those of the Learn-AT vision and values, which promotes excellence in education, personal development and well-being and secures effective, high quality and research evidence-informed teaching and sustained improvement;
  - create a shared vision and strategic plan, together with the Local Governing Body and colleagues in the school, which inspires and motivates pupils, staff and members of the schools' community. An ambitious vision for the school should include core educational values and moral purpose and be inclusive of Learn-AT's and school stakeholders' values and beliefs;
  - maintain a cycle of continuous evaluation and improvement, underpinned by robust quantitative and qualitative data and rigorous analysis;
  - use self-evaluation to identify priorities for development and work with the Senior Leadership Team to secure the commitment of all staff to achieve these goals.
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## Ensuring quality teaching

- In line with agreed Learn-AT principles, lead the planning, implementation and review of the school's curriculum to ensure that it supports aspirational learning outcomes and excellent progress for all pupils, regardless of background or starting points.
- Implement effective systems for promoting the effective performance of all staff.
- Secure the development and implementation of effective monitoring and evaluation systems, to identify where improvements and resources are required.
- Develop structures, systems and strategies which facilitate the provision of constructive and useful feedback about their impact on pupil learning to staff, to support the continuous development of high quality teaching, such as coaching and collaborative research lesson study.

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## Leading teacher learning and development

- By sustaining positive, professional relationships, motivate, inspire and support all staff to perform to the best of their abilities, optimising levels of discretionary effort for the benefit of everyone in each school
- Promote and facilitate leadership participation in effective, research-informed professional learning which impacts positively on pupil learning outcomes.
- Provide a strong role model for colleagues through authentic pedagogical expertise, exemplary pedagogy and by demonstrating a resolute commitment to continuous, collaborative and effective, research-informed professional development and learning.
- Foster collaboration within and beyond the school to facilitate professional learning and outward-facing and open-to-learning professional cultures.

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## Resourcing Strategically

- Lead the recruitment and selection of the highest quality teaching and support staff members who are able and willing to contribute to the vision and values of Learn-AT and the schools.
- Work effectively with senior colleagues to deploy, develop and retain skilled staff to improve the quality of teaching and learning for all pupils.
- Lead the development and secure the implementation of school policies and procedures.
- Work with the Learn-AT finance and school business team to set appropriate priorities for expenditure, allocation of funds, effective administration and control.
- Ensure the security and effective supervision of the school's buildings, contents and grounds.
- Ensure effective working relationships with external agencies and services contracted to the school.

- In partnership with Learn-AT's Trust Leader, and the finance and school business team, pay close and strategic attention to budgetary considerations in order to secure the school's long term sustainability.

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### **Ensuring an orderly and safe environment**

- Facilitate the efficient organisation and delivery of teaching and learning and an orderly educational environment
- Work within local, regional, national, trust and school policies and legal frameworks to ensure the well-being, health, safety and safeguarding of all pupils and staff.
- Lead the development and implementation of policies and protocols which secure high standards of behaviour and support high quality learning for all pupils.
- Work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils.

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### **Accountability**

- Lead the development of positive, professional cultures with high levels of professional capital, in which all stakeholders recognise that they are accountable for the success of the school.
- Provide information and objective, professional advice and support to the Trust Leader, trust board and Local Governing Body to enable them to meet their responsibilities for securing high quality teaching and learning, improving achievement and well-being for all pupils, efficiency and value for money.
- Ensure that parents/carers are well-informed about Learn-AT's and the school's vision and values, the curriculum, their pupils' achievement, and about the contribution they can make to supporting children's learning and well-being.
- Carry out any such duties as may be reasonably required by the Trust Leader, Learn-AT's trust board or the Local Governing Body.



# Person Specification

Appointment Criteria	Essential	Desirable	Assessed from **
Qualifications			
Graduate	*		1
Qualified Teacher Status	*		
NPQH or equivalent qualification in educational leadership		*	
Further professional qualification		*	
Post-graduate qualification		*	
Professional Development			
Evidence of regular, recent and appropriate professional development in educational leadership and management.	*		1
Successful completion of accredited Safer Recruitment Training.		*	1
Successful completion of Designated Safeguarding Lead training.		*	1
Leadership and Management Experience			
Recent successful experience as a headteacher (or Head of School)		*	1, 3
Experience of successful leadership of school improvement which has had a significant and positive impact of pupil outcomes.	*		1, 2, 3
Experience of leading, promoting and participating in effective, research-informed professional development and learning which has impacted positively on pupil learning outcomes.	*		1, 2, 3
Recent experience of Ofsted inspection and understanding of the post-inspection planning process.	*		1, 2, 3
Experience of developing a culture of high expectations and distributed leadership.	*		1, 2, 3
Experience of promoting and developing excellent relationships with parents, governors and the wider community.	*		1, 2, 3
Secure understanding of the use and analysis of data to support school improvement.	*		1, 2, 3
Secure understanding of the use and analysis of data to support school improvement.	*		1, 2, 3
Experience of budget management.	*		1, 2, 3
Experience of working in an academy trust.		*	
Experience and knowledge of teaching			
Experience of teaching in more than one school.	*		1
Wide experience of teaching and leading the development of high quality teaching in schools.	*		1
** 1 – Application; 2 – Interview; 3 – References			



Appointment Criteria	Essential	Desirable	Assessed from **
Wide experience of subject leadership in large educational organisations.		*	1
Membership of the Chartered College of Teaching.		*	1, 2
Knowledge and understanding of current research and evidence about effective pedagogy, practice, curriculum and assessment.	*		1, 2, 3
<b>Professional Skills</b>			
<p><i>Applicants should address the following six areas to demonstrate their knowledge, understanding of and experience in developing the National Standards for Headteachers. You should refer to the National Standards for Headteachers and in the supporting statement should provide evidence of how you have worked to the standards in your previous roles.</i></p>			
<p><b>Excellent headteachers: qualities and knowledge</b></p> <p><b>Headteachers:</b></p> <ol style="list-style-type: none"> <li>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</li> <li>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</li> <li>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</li> <li>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</li> <li>5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.</li> <li>6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</li> </ol>	*		1, 2, 3
<p><b>Excellent headteachers: pupils and staff</b></p> <p><b>Headteachers:</b></p> <ol style="list-style-type: none"> <li>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</li> <li>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</li> </ol>	*		1, 2, 3
** 1 – Application; 2 – Interview; 3 – References			

Appointment Criteria	Essential	Desirable	Assessed from **
<p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p> <p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> <p>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>6. Hold all staff to account for their professional conduct and practice.</p>			
<p><b>Excellent headteachers: systems and process</b></p> <p><b>Headteachers:</b></p> <p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p> <p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p> <p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</p> <p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p> <p>5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.</p> <p>6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p>	*		1, 2, 3
** 1 – Application; 2 – Interview; 3 – References			

Appointment Criteria	Essential	Desirable	Assessed from **
<b>Excellent headteachers: the self-improving school system</b> <b>Headteachers:</b> <ol style="list-style-type: none"> <li>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</li> <li>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</li> <li>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</li> <li>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</li> <li>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</li> <li>6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.</li> </ol>	*		1, 2, 3
<b>Professional Attributes</b>			
Ability to think and plan strategically and to respond positively and flexibly to change.	*		1, 2, 3
High expectations for the achievement and behaviour of all pupils.	*		1, 2, 3
High standards of personal professional competence and behaviour .	*		1, 2, 3
High expectations of the professional competence and behaviour of colleagues.	*		1, 2, 3
A full understanding of the requirements of the National Curriculum, principled assessment and accountability expectations.	*		1, 2, 3
A secure understanding of safeguarding policy, procedures and compliance requirements.	*		1, 2, 3
A secure understanding of the current national education agenda.	*		1, 2, 3
Competence in the use of IT for school leadership purposes.	*		1, 2, 3
** 1 – Application; 2 – Interview; 3 – References			



Appointment Criteria	Essential	Desirable	Assessed from **
The ability to promote and participate in research-informed professional learning, through coaching, mentoring and personal study.	*		1, 2, 3
A sound knowledge of the role of IT in supporting pedagogy and learning across the curriculum.	*		1, 2, 3
A secure understanding of and competence in school self-evaluation strategies.	*		1, 2, 3
Excellent communication skills – the ability to communicate at all levels and to a variety of audiences.	*		1, 2, 3
Ability to motivate and develop all staff.	*		1, 2, 3
Understands the importance of a positive and optimistic, professional school culture, with high levels of professional capital to securing improvement.	*		1, 2, 3
Ability to delegate and to facilitate effective distributed leadership	*		1, 2, 3
A commitment to collegiate, professional collaboration.	*		1, 2, 3
Demonstrate personal and professional integrity, including the ability to model values and vision.	*		1, 2, 3
The ability to prioritise, plan, organise and manage self and others.	*		1, 2, 3
The ability to manage and resolve conflict.	*		1, 2, 3
<b>Personal Skills and Attributes</b>			
Inspire, challenge, motivate and empower teams and individuals to achieve.	*		1, 2, 3
Demonstrate personal enthusiasm and commitment for leadership, aimed at making a positive difference to the lives of children and young people.	*		1, 2, 3
Demonstrate flexibility, energy, confidence and aspiration.	*		1, 2, 3
Demonstrate humility, empathy and emotional intelligence.	*		1, 2, 3
Resilient and optimistic.	*		1, 2, 3
Demonstrate a capacity for sustained hard work.	*		
Professional authenticity and credibility to engage with internal and external stakeholders.	*		1, 2, 3
Demonstrate a capacity to develop and maintain warm, affirming and positive relationships with all children and adults through excellent interpersonal and communication skills.	*		1, 2, 3
<b>** 1 – Application; 2 – Interview; 3 – References</b>			

## Application form and supporting statement

The form must be completed fully in accordance with the application form instructions. The presentation of the form and the supporting statement will form part of the assessment of communication skills. The supporting statement should be clear, concise and related specifically to this post. The supporting statement should be no more than 3 sides of A4, Arial 11.

## Confidential references and reports

Please follow the instructions on the application form for references. These will be taken up as part of the recruitment process.

## Safeguarding Children and Young People

Learn-AT is committed to safeguarding and to promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

## Queries

Gillian Weston, Learn-AT Chair of Trustees  
Email: [gweston@learnat.uk](mailto:gweston@learnat.uk)

Stef Edwards, Learn-AT Trust Leader  
Email: [sedwards@learnat.uk](mailto:sedwards@learnat.uk)  
Telephone: **01858 260035**

## Visits

We would encourage and welcome prospective candidates to visit us informally. Please contact Michelle Dubois, email: [mdubois@learnat.uk](mailto:mdubois@learnat.uk) or telephone: **01858 260028**, to arrange a visit before the application deadline.

## How to Apply

Deadline for Applications:  
**5pm on Monday 10<sup>th</sup> February**

Interview Days:  
**Monday 2<sup>nd</sup> and Tuesday 3<sup>rd</sup> March**

Start date:  
**Monday 24<sup>th</sup> August 2020**

Please apply using the application form included with this pack and return your completed application by post to:

**Learn Academies Trust, School Lane,  
Lubenham, Market Harborough, Leicestershire  
LE16 9TW**

or email to: [mdubois@learnat.uk](mailto:mdubois@learnat.uk)

or apply via eteach







## Meadowdale Primary School

Meadowdale Road,  
Market Harborough LE16 7XQ

[office@mdw.learnat.uk](mailto:office@mdw.learnat.uk)

01858 465479

[www.meadowdale.info](http://www.meadowdale.info)

A member of Learn Academies Trust, a charitable company limited by guarantee, registered in England and Wales with company number 08095439

Registered Address:

School Lane, Lubenham, Market Harborough LE16 9TW

[www.learnat.uk](http://www.learnat.uk)

