



**Learn-AT**  
Learning ~ Fellowship



# Executive Headteacher Recruitment Pack

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



Dear Applicant

Thank you for your interest in our Executive Headteacher role. The trustees of Learn Academies Trust and the local governing bodies of Ridgeway Primary and Great Bowden Academies are working closely together to appoint a great leader for these two thriving, leading edge schools.

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. As part of the wider Diocesan family we are committed to living out the values of the Church of England's Vision for Education, 2016 – inclusive, hospitable and founded on the core values of wisdom, hope, community and dignity.

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 these schools. We are seeking an Executive Headteacher who is willing to lead with us with energy and creativity, and someone who works with humility and determination, never losing sight of the main thing: an excellent education for all children.

**Gillian Weston**  
**Chair of Trustees**



# About Learn-AT

**Thank you for your interest in Great Bowden and Ridgeway Primary Academies. Both schools have 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
- Husbands Bosworth CE Primary School
- Lubenham All Saints CE Primary School
- Market Harborough CE Academy
- Meadowdale Primary School
- Red Hill Field Primary School 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>

# A letter from Great Bowden and Ridgeway Primary Academies'

## Chairs of Local Governors

Dear Applicant

On behalf of the Great Bowden and Ridgeway Primary Academies' Local Governors, we would like to thank you sincerely for your interest in our vacancy for the post of Executive Headteacher. This post was created in 2016, bringing together our two schools and beginning an amazing journey towards the strong and collaborative partnership we see today. During this time we have all learned more about the scope of the executive role. We are so proud of the way in which our leaders have forged a coherent team which makes the most of the skills and expertise of our talented staff on behalf of both schools. The retirement of our current Executive Headteacher creates an opportunity for a new, visionary executive leader with a passion for learning and innovation to consolidate this early foundational work and to continue to explore the enormous potential this offers. This is an opportunity for the new Executive Headteacher to lead both schools through the next phase of their partnership, in fellowship with Learn Academies Trust.

We are delighted to be able to share with you here a snapshot of each of our fabulous schools. We hope you will feel inspired to visit us to find out more and to apply for this exciting role.

**Dr Kim Stuart, Chair of Local Governors, Great Bowden Academy**

**Mrs Elspeth Williams, Chair of Local Governors, Ridgeway Primary Academy**

## About The Schools

Ridgeway Primary Academy is situated on the north-east side of the town of Market Harborough, with Great Bowden Academy a five minute drive away in the village of Great Bowden. We are very proud of the journey these two schools have been on since 2016, building a thriving partnership which benefits all. We have built on the strengths of each individual school to enhance learning and development for all pupils and staff. At the same time we have nurtured each school's distinctive identity and ethos. The executive leadership model has facilitated creativity and innovation in all sorts of ways, including in school organisation and the development of leadership capacity. Some roles are shared between the two schools, such as Premises, School Business Manager, Sports Coach and SENDCo. The staff teams come together for meetings and professional learning and work in close collaboration on a variety of projects. This cutting edge work is enhancing the quality of education and curriculum for children in both schools.

Our experience over the first three years of developing and establishing the new roles of Executive Headteacher and Heads of School has provided secure foundations for the next executive leader to take these two thriving schools forward on the next stage of their journey.

# About Ridgeway Primary Academy



Ridgeway Primary Academy is a well-established community school located on the northern boundaries of Market Harborough and serving over 300 children. The school comprises 11 classes and has an intake of 45 children at first-time admission.

Ridgeway's vision is to value and respect all members of our learning and community. We offer a rich, rounded curriculum which, through our high aspirations and our attention to well-being, enables all our children to flourish and to become caring, confident members of society.

Our children are well-mannered, enthusiastic and eager to learn. Behaviour is excellent. Our children are a credit to their families.

The school places a high emphasis on pupil well-being. We have a trained ELSA who runs nurture groups to support children with their learning and social relationships.

Our dedicated and research-engaged staff are committed professional learners. They participate in Research Lesson Study and our RIPPLE Lead (Research-Informed Practice, Professional Learning and Evidence) is an active member of the Learn-AT RIPPLE Group. Our Head of School has chaired the Learn-AT Curriculum and Pedagogy Group since 2017. We have a talented Maths Specialist Leader in Education, who works for both the Learn-AT Teaching School and the East Midlands Maths Hub.

Ridgeway is immensely proud of its school improvement journey over the last three years, finishing last year significantly above the national average for reading, writing and maths (combined) at the end of KS2. KS1 outcomes and phonics have also shown enormous improvement over the last two years.

Some internal re-modelling work has enclosed previously open-plan classrooms and created attractive learning environments. The library has been refurbished and is an inviting place to read and explore books. The new sensory room provides support for children with additional needs.

Outdoors, we have recently re-developed the EYFS area, providing a large and well-resourced space for children to grow and develop. This year's projects are our new Forest School area and reading garden, in the school's extensive grounds.

In 2019 we introduced a Breakfast Club, which is continuing to grow and develop.

Parents actively support the school – our strong PTA is committed to raising funds for the school and has been in the top 25% of PTAs for fund-raising.

We recently embarked on our Artsmark journey. There are regular opportunities for children to participate in music-making and enjoy performance, including a well-established choir.

## What the staff team says about Ridgeway

We teach the curriculum brilliantly to children and encourage children to be the best version of themselves. We think really carefully about how children learn and what the barriers might be to learning. We strive to help every child succeed. We use highly-regarded current research and thinking in education - staff are encouraged to try new approaches and share their ideas. We create a nurturing and secure environment for children. We have high expectations for work and behaviour.

**Link to the most recent Ofsted report: <https://reports.ofsted.gov.uk/provider/21/138347>**

## Key Priorities for School Improvement - Ridgeway

- To raise the attainment and increase the progress of children in receipt of pupil premium.
- To increase the number of children reaching GDS in maths and EGPS so that it is in line with or above the national average across all year groups.
- To develop and embed a consistent, cohesive approach to the teaching of reading and writing across the school.
- To develop consistency of approach in relation to communication, behaviour, uniform, writing assessment, handwriting, timetables, coaching, interventions and homework.
- In collaboration with Learn-AT to continue to develop and implement a rich, rounded, rigorous well-planned curriculum which impacts on children's attainment and progress.
- Improve effective communication with parents and increase parental engagement in learning.



## Key Priorities for School Improvement - Great Bowden

- Improve progress in maths and the knowledge of times tables so that all children without SEND in Y4 reach ARE in the new multiplication check.
- Raise attainment in grammar and spelling.
- Develop and embed a consistent, coherent approach to the teaching of reading across the school.
- Ensure consistency of practice in teaching and learning.
- Collaborate with Learn-AT to continue to develop and implement a rich, rounded, rigorous well-planned curriculum which impacts on children's attainment and progress.
- Improve continuous provision and challenge in EYFS.
- Ensure consistent behaviour management by all adults across the school.
- Continue to develop the school environment and culture.



# About Great Bowden Academy



Great Bowden Academy is a small, village, Church of England Primary Academy in the heart of the Domesday village of Great Bowden on the northern outskirts of Market Harborough. There are about 140 pupils on roll, accommodated in six classrooms.

The school's vision is for each member of our school family to experience life in all its fullness, both now and in the future. We are an inclusive, welcoming community valuing everyone for who they are and enabling all to flourish.

We want the best possible education for all our children and for our dedicated and passionate staff to feel valued and empowered to provide it. Our children are articulate, curious and kind. Behaviour and attitudes to learning are strengths of the school.

As a Church of England primary school, Great Bowden has strong links with the local church. Members of the parish of St Peter and St Paul enrich and support the work we do.

Over the last several years, our staff have played a leading role in inspirational curriculum design work, in partnership with colleagues in Learn-AT. We are proud of the knowledge-rich, coherent and rounded curriculum we have developed, firmly rooted in our local context and enhanced by a strong tradition of creative and expressive arts. Great Bowden has thriving junior and senior choirs: the junior choir won Leicestershire Primary Choir of the Year in 2018,

and was a finalist last year.

Our staff value being part of a dynamic and thriving professional learning community. The school continues its pioneering work in developing research-informed pedagogy, through engagement with Research Lesson Study, peer review and in making a significant contribution to the establishment of the newly designated Learn-AT Associate Research School. One of the characteristic features of Great Bowden is a complete absence of complacency. The staff have relentless thirst for knowledge and new learning which drives a continual cycle of school improvement and innovation.

We are lucky to have fabulous grounds which support high quality outdoor education, including Forest School provision, gardening, sport and the new 'reading garden' which is being developed at the front of the school during this Spring Term.

The school has two English Specialist Leaders in Education (one of whom is also an Evidence Lead in Education with the Research School and an accredited Sounds-Write Phonics trainer). Our children enjoy reading and being read to – there is a strong tradition of reading being central to the curriculum.

Our parents, too, are immensely supportive. They help out in school, raise money to enrich our provision and are active in support of their children's learning.

## What the staff team says about Great Bowden

We support the children well and provide good pastoral care. We know pupils well and meet their individual needs. We have a very committed and professional staff team - it is an enjoyable place to work with good camaraderie. Staff care passionately about the children and their learning. The children love coming to school and it has lovely community/village feel.

**Link to the most recent Ofsted report:** <https://reports.ofsted.gov.uk/provider/21/138359>



**A message from Great Bowden's School Council:**

*The children of Great Bowden Academy would like a new headteacher who is easy to talk to, fun, fair and kind. They would like someone who is not too strict but not too soft. They think it's really important that all headteachers have a sense of humour and spend money wisely. They hope the new headteacher is helpful and will have time for children.*

# A letter from Great Bowden Academy's Chair of Local Governors



Dear Applicant

Our collegiate culture, Christian vision and belief in fellowship are all central to our identity at Great Bowden and we are seeking an Executive Headteacher to join us and lead our school community into the next decade. The school has been a part of Learn-AT since its inception and we are proud to have been integral to the development of the Trust and its Teaching School.

Our current Executive Headteacher has been crucial in developing relationships and processes with our school and Ridgeway Primary Academy and we now benefit from a thriving culture of shared learning, inter-school support and challenge that has enabled us to build an excellent educational platform upon which our whole school community continues to flourish. We are always striving to find new and exciting ways to teach our children and have been leading the way in developing our new curriculum. If you want to take a look at our exciting curriculum it is on our website and you will gain an insight to our everyday excellence ethos.

We hope this helps illustrate to you that we are intent on providing all our children with the best educational opportunities we can, making the most of every encounter during the school day and beyond. We are proud of our heritage as an outstanding school and have invested in our staff professional development to ensure that we continue to learn in collaboration with each other and the wider community within Learn-AT.

We would be delighted if you want to find out more about us, so please come and look around our school and meet our staff and children who are part of this thriving community.

We are excited for the future and we are looking forward to finding an Executive Headteacher to challenge and inspire us in as we head into the new decade. So if you are as passionate and enthusiastic about teaching and learning as we are then we look forward to meeting you.

**Dr Kim Stuart**



**A message from  
Ridgeway's School Council:**

The school council have been working with us and its members would like the new Executive Headteacher to know that the teachers are really friendly, helpful and kind. Children listen to their teachers and are well behaved and they really enjoy learning here at Ridgeway Primary Academy.

# A letter from Ridgeway Primary Academy's Chair of Local Governors



Dear Applicant

I've been a part of Ridgeway's community as a parent for nine years as both my children have happily worked their way through the school. This community is very inclusive and welcoming, strengthened further by the very active PTA who help us fill our social lives!

You will find a committed team with very low levels of staff turnover, who always rise to any challenge with enthusiasm, work well together and care greatly for the pupils. There is a long tradition of supporting newly qualified teachers and Initial Teacher Training; in fact, several of our teachers began their careers at Ridgeway. Through the introduction of the Executive Headteacher model, the school now demonstrates effective distributed leadership where staff have a strong sense of ownership and collective responsibility. There has been significant investment in staff development and this has had a very positive effect on school improvement.

The children behave very well and when I visit the school they always appear bright and enthusiastic. You will find older children helping younger ones, team captains taking on responsibilities sensibly and an active school council. They seize the many opportunities given to them to perform, whether it be music, theatre, comedy, dance or sport and there are plenty of extra-curricular activities and clubs to take part in.

The school site is a good size with the outdoors boasting a football pitch, playing field, forest school area, netball court, basketball area, enclosed ball court, separate playground for the younger children and an EYFS area. The building has been improved greatly over the years and the hall is in use for lettings every day of the week.

The Local Governing Body is effective in supporting and challenging the school and we visit regularly. We are incredibly proud of the school's achievements over the last three years. It has been a challenging journey from being at risk of coasting, to significantly above national results in KS2 and bringing KS1 back in line with national.

Collaborating with Great Bowden has been hugely beneficial and now that the majority of the ways of working have been established, we're really looking forward to gaining even more advantage from it. We have lots of exciting and challenging plans for the future so please do come to have a look around so we can tell you more about them.

**Mrs Elspeth Williams**

# 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 schools and our Trust. We would be delighted to welcome you to visit both schools and to answer any questions you may have. Contact details are at the end of the pack.

# Executive Headteacher Job Description

## Job Details

<b>School Trust:</b>	Learn Academies Trust (Learn-AT)
<b>School:</b>	Ridgeway Primary Academy and Great Bowden Academy
<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>	Learn Academies Trust Leader
<b>Accountable for:</b>	All teaching and non-teaching staff in the two schools

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## Main Purpose of the Role

The core purpose of the Executive Headteacher is to provide professional and strategic leadership for both Ridgeway Primary Academy and Great Bowden Academy. The Executive Headteacher is the lead professional for each school, accountable to the Leader of Learn Academies Trust for delivering visionary, bold and inspirational leadership for each school, facilitating a thriving professional learning community in and across both schools. With the Senior Leadership Team of each school, the Executive Headteacher ensures the schools are managed and organised to meet their strategic aims. The Executive 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 each academy and those of Learn Academies Trust are upheld in accordance with the policies of Learn-AT, the foundation of both academies, whether Church of England or Community, and of their local governing bodies. The Executive Headteacher must establish a culture which promotes excellence, equality and high expectations of all pupils, ensuring that:

- The schools provide high quality teaching and learning that leads to successful

outcomes for pupils in terms of academic achievement, spiritual, moral, social and cultural development, attitudes to and behaviours for learning and personal development.

- Great Bowden Academy continues to provide exemplary practice and research-informed professional learning for colleagues across the Learn-AT Teaching School network
- The schools are inclusive, hospitable, invitational and nurturing in all aspects of their 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 schools promote and safeguard the welfare of all children, enabling every child, whatever their background or circumstances to have the support they need to be healthy, safe, successful.
- All statutory duties are met and the work of each school is effectively monitored, evaluated and reviewed.

Working in fellowship with colleagues in the Trust and in each school, the Executive Headteacher is responsible for evaluating the performance of each school 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 of each school and for the day to day management, organisation and administration of each school.

Working with and through others, the Executive Headteacher secures the commitment of the wider community of each school by developing and maintaining productive partnerships with Trust partner academies Learn-AT Teaching School and Associate Research School, other services and agencies for children, local secondary

schools, the local authority, local university Schools of Education, the Diocese of Leicester Board of Education and, in the case of Great Bowden Academy, the parish of St Peter and St Paul. Through such partnerships and as a system leader, the Executive 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 Executive Headteacher is responsible for working with members of each school community to create productive, engaging and fulfilling learning environments for all pupils.

The Executive 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

### Establishing goals and expectations

Work with Learn-AT's 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 with the Trust's and each school's 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;
- work with the Local Governing Body and colleagues in each academy to create a shared vision and strategic plan for each school which inspires and motivates pupils, staff and members of the schools' communities. The vision for each 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 schools' senior leaders to secure the commitment of all staff to achieve these goals.

## Ensuring quality teaching

- In line with agreed Trust principles, lead the planning, implementation and continual review of each 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 in both schools, 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 in- and cross-school collaboration 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 schools' buildings, contents and grounds.
- Ensure effective working relationships with external agencies and services contracted to the school.
- In partnership with Learn-AT's Leader, finance and school business team, pay close and strategic attention to budgetary considerations in order to secure the schools' 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 their academies.
- Provide information and objective, professional advice and support to the 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 LEADER, Learn-AT's trust board or the local governing body.
- 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 **
<b>Qualifications</b>			
Graduate	*		1
Qualified Teacher Status	*		
NPQH	*		
NPQEL		*	
Further professional qualification		*	
Post-graduate qualification		*	
<b>Professional Development</b>			
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
<b>Leadership and Management Experience</b>			
Recent successful experience as a headteacher.	*		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
Experience of budget management.	*		
Experience of working in an academy trust.		*	
Experience of working in a Church of England school and SIAMS.		*	
<b>** 1 – Application; 2 – Interview; 3 – References</b>			

Appointment Criteria	Essential	Desirable	Assessed from **
<b>Experience and knowledge of teaching</b>			
Experience of teaching in more than one school.	*		1
Wide experience of teaching and leading the development of high quality teaching in schools.	*		1
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>			
<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>			
<b>Excellent headteachers: qualities and knowledge</b> <b>Headteachers:</b> <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
<b>Excellent headteachers: pupils and staff</b> <b>Headteachers:</b> <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> </ol>	*		1, 2, 3
<b>** 1 – Application; 2 – Interview; 3 – References</b>			

Appointment Criteria	Essential	Desirable	Assessed from **
<p>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.</p> <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
<b>** 1 – Application; 2 – Interview; 3 – References</b>			

Appointment Criteria	Essential	Desirable	Assessed from **
<p><b>Excellent headteachers: the self-improving school system</b></p> <p><b>Headteachers:</b></p> <p>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.</p> <p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p> <p>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.</p> <p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> <p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> <p>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.</p>	*		1, 2, 3
<b>Professional Attributes</b>			
The ability and commitment to support the individual and distinctive ethos and identity of each school, one of which is a Church of England school.	*		
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
<b>** 1 – Application; 2 – Interview; 3 – References</b>			

<b>Appointment Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed from **</b>
Competence in the use of IT for school leadership purposes.	*		1, 2, 3
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:

**Mrs G. A. 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**

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

Deadline for Applications:	<b>5pm on Thursday 6<sup>th</sup> February 2020</b>
Interview Days:	Monday 24 <sup>th</sup> February and Tuesday 25 <sup>th</sup> February
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:**

Mrs Michelle Dubois  
Learn Academies Trust  
c/o Lubenham All Saints C of E Primary School  
Lubenham  
Market Harborough  
Leicestershire  
LE16 9TW

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

**or via the e-teach website**



**Learn-AT**  
Learning ~ Fellowship



# Learn Academies Trust

School Lane, Lubenham  
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Leicestershire LE16 9TW

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

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