

# Pontefract Academies Trust



**HEAD OF SCHOOL**

**CANDIDATE PACK**



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Dear Prospective Candidate,

Thank you for your interest in this exciting opportunity to apply for a Head of School post at The King's School as part of the Pontefract Academies Trust.

The Trust is looking to appoint an inspirational Head of School who has the vision, skills and commitment to continue our success. This is an ideal opportunity for someone who is looking for the next step in their career with a clear focus on teaching and learning and potential for the role to grow over the years as the school and Trust develop further. We are particularly interested in appointing someone with the ambition and developing skill set to become a system leader in due course.

We are extremely proud of the Trust's recent successes, ethos and culture of celebration and support, whilst providing a friendly and inclusive environment with a strong pastoral care system that values all members of the school community.

This is an exciting time in our development as we continue to work hard to drive improvement in our secondary academies. Through strong and purposeful leadership and high quality teaching and learning we are confident that we can have a positive impact upon the lives of young people, ensuring that all pupils achieve their potential, realise their aspirations and are well-prepared for the next stage of their lives.

**To obtain an application form and candidate pack:**

Visit the Trust's website: [www.pontefractacademiestrust.org.uk](http://www.pontefractacademiestrust.org.uk)

Visit the School's website: [kings.wakefield.sch.uk](http://kings.wakefield.sch.uk)

Email: [recruitment@patrust.org.uk](mailto:recruitment@patrust.org.uk)

Telephone: 01977 707342

**Closing Date: 10am, Tuesday 16<sup>th</sup> May 2017.**

To arrange a visit please contact Lisa Dodgson, HR Advisor by email [recruitment@patrust.org.uk](mailto:recruitment@patrust.org.uk) or by telephone on 01977 707342.

Once again, thank you for your interest in our vacancy and we look forward to receiving your completed application form.

Yours faithfully,

*Julie Craig*

**Chief Executive Officer.**

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# HEAD OF SCHOOL

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Pontefract Academies Trust is seeking to appoint a Head of School at The King's School, Pontefract ideally from September 2017.

**Competitive Salary: To be negotiated on appointment - Minimum Pay Range L24 – L28 £67,963 – £75,708**

Due to the retirement of the current Headteacher, we are seeking a dynamic and motivated individual, who has future ambitions and aspirations to become a system leader. The successful candidate will have an ability to successfully lead and develop a committed and talented team of staff and other stakeholders.

The role of Head of School is an exciting one and we look forward to welcoming a new leader who will have a relentless focus on success for all, regardless of background. The successful candidate will:

- Embrace the opportunity to be entrepreneurial and innovative where there are evident gains for staff development and for enhancing student experiences within and outside our family of schools;
- See the best in people, dwell on the positive, acknowledge and applaud success, while at the same time being single minded in rooting out any mediocrity which risks infecting excellence as a standard;
- Grow others, build teams, and inspire fresh thinking by not just seeking “best practice” but seeking the “next practice”;
- Establish and maintain high standards of conduct and behaviour for learning;
- Nurture the Trust’s ethos of ambition and improvement;
- Ensure that the opportunities, experiences and outcomes for learners is at the heart of everything

Expert Support:

We do not expect you to do this alone. You will enjoy the support and challenge of an Executive Leadership Team and you will be part of a collaborative partnership of closely located schools.

**We are an equal opportunities employer welcoming applications from everyone. The Pontefract Academies Trust is wholly committed to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure and satisfactory pre-employment checks. Successful applicants will also be asked to provide criminal conviction information.**

**To obtain an application form and candidate pack:**

**Visit the Trust’s website: [www.pontefractacademiestrust.org.uk](http://www.pontefractacademiestrust.org.uk)**

**Visit the School’s website: [kings.wakefield.sch.uk](http://kings.wakefield.sch.uk)**

**Email: [recruitment@patrust.org.uk](mailto:recruitment@patrust.org.uk)**

**Telephone: 01977 707342.**

**Completed application forms should be returned either by post to Lisa Dodgson, HR Advisor, Pontefract Academies Trust, C/O St Mary’s Community Centre, The Circle, Chequerfield, Pontefract WF8 2AY or by emailing [recruitment@patrust.org.uk](mailto:recruitment@patrust.org.uk) no later than 10am Tuesday 16<sup>th</sup> May 2017.**

**To arrange a visit please contact Lisa Dodgson, HR Advisor by email [recruitment@patrust.org.uk](mailto:recruitment@patrust.org.uk) or by telephone on 01977 707342.**

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## **The King's School**

The King's School is a thriving, highly successful learning community of just over 1,000 students aged 11-16. As a forward-looking and dynamic school, we are committed to both individual and collective success – large enough to offer a wide range of subjects for study, yet small enough to be able to value every student and foster their unique talents and abilities to achieve our motto of 'Success for All.'

Our highly qualified, dedicated staff and governors work tirelessly to provide the very best teaching and learning experience for each student. We are a fully comprehensive, inclusive school committed to providing equal access to a wide range of opportunities and creating a climate for learning in which every student is able to achieve his or her best.

High expectations for, and of, our students are set within a caring and supportive framework with high standards of achievement and behaviour. Individuals in our diverse community respect and value each other, whilst our extensive system of rewards and celebrations encourages the ambition to succeed.

Excellent examination results complement a superb extra-curricular programme, providing many exciting opportunities beyond the classroom. Our success is highly dependent on well-established, effective partnerships and strong relationships between students, staff, parents, and the wider communities – local, national and international. As part of The Pontefract Academies Trust, we work closely with our neighbouring secondary and primary schools, learning and developing best and next practice to raise standards for all the children in and around Pontefract. Because of these links we can offer the successful candidate a supportive and creative environment in which to work with our enthusiastic and willing students. Rated 'RI' (Good for L&M) by Ofsted at its most recent inspection in 2015, The King's School is expecting an inspection within 2017.

We are a happy and energetic school, committed to pursuing excellence in all that we do. We hope you will be keen to join us and look forward to the positive contribution you can make to our learning community.

### **OFSTED REPORT EXTRACTS:**

Students behave well around the school, showing consideration and respect for others as they move around the site.

- Students feel safe within a caring environment.
- The school governance committee provides very robust challenge to the school in its determination to ensure that teaching and students' achievement continues to improve.
- The school's leaders have made very important improvements to how the school performs, including better teaching, raising standards and students' overall rate of progress is quickening.
- Students value the wide range of opportunities they have to develop their personal and social skills and to make decisions and take responsibility.

## **HEAD OF SCHOOL at THE KING'S SCHOOL**

### **ROLE DESCRIPTION**

**This role description aligns with the revised National Standards for Headteachers (2015) and is set in the context of the Pontefract Academies Trust.**

**Salary: To be negotiated on appointment. The minimum range will be (L24 to L28).**

**Accountable to: Executive Headteacher (EHT), CEO and the Trust Governance (Trust Board and School Governance Committee (SGC))**

#### **Job purpose**

In partnership with the EHT and SGC, the Head of School will:

- Provide inspirational and professional leadership, which aims to secure an outstanding education for children.
- Lead the support and mentoring programme to ensure children and staff have access to high quality coaching and mentoring to maximise standards.
- Work in partnership as an ex-officio member at School Governance Committee (SGC) meetings and with stakeholders to fulfil the aims of the school and Trust.

#### **Qualities & knowledge**

- Establish a clear vision for the school in-line with the Trust's vision; articulate and share this vision with colleagues and other stakeholders including setting out clear values and moral purpose, focused on providing a first-class education for the pupils they serve.
- Demonstrate an optimism for the school and its pupils and model high standards of personal behaviour. Maintain positive relationships and attitudes towards pupils and staff and towards parents, governors and members of the local community.
- Lead with integrity, creativity, resilience, and clarity - drawing on their scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally. Use this up-to-date knowledge to pursue effective continuous professional development for colleagues.

#### **Pupils & staff**

- Demand ambitious standards for all pupils doing everything possible to overcome disadvantage and advance equality. Instil a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- 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. Use research to inform this practice.
- Establish a 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.

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- Maintain an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
  - Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
  - Hold all staff to account for their professional conduct and practice.

### **Systems & process**

- Ensure that systems, organisation and processes align with the expectations of the Trust, are efficient and fit for purpose. Uphold the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff (using the Trust policy), addressing any under-performance and supporting staff to improve and value excellent practice.
- Support the school governance committee to deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- 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 and Trust's sustainability.
- 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.

### **The self-improving school system**

- Create an outward-facing school that works with other schools both within the Trust and where appropriate, other schools and organisations locally and nationally. Champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 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.

### **Safeguarding**

- Ensure that all safeguarding policies and procedures fully meet the latest national guidelines and are published as required.
- Ensure all staff are fully trained and aware of their particular responsibilities.
- Co-operate and work with relevant agencies to protect children.

**HEAD OF SCHOOL**

**PERSON SPECIFICATION**

|   |   |
|---|---|
| <b><u>Professional Qualifications and Experience</u></b>  |   |
| Is a qualified teacher  | E |
| Shows evidence of significant and relevant continued professional learning  | E |
| Has completed training in preparation for a senior leadership and management role   | E |
| Has substantial experience across the range of leadership areas as a Deputy Headteacher or Assistant Headteacher                              | E |
| Has achieved or is enrolled on NPQH   | D |
| <b><u>Shaping the future</u></b>  |   |
| Is able to articulate a strong, clear vision for high quality secondary and cross phase education which maximises the potential of the school | E |
| Can articulate ways of building, communicating and implementing a shared vision   | E |
| Has experience of school self-evaluation and can describe effective strategies for undertaking this   | E |
| Demonstrates understanding of the strategic planning process  | E |
| Has experience at senior level of leading significant change which has impacted upon pupil outcomes   | E |
| Has first-hand experience and involvement in school improvement planning  | E |
| <b><u>Leading, teaching and learning</u></b>  |   |
| Demonstrates personal enthusiasm for teaching and learning  | E |
| Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard                   | E |
| Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress             | E |
| Can articulate strategies for improving the quality of teaching of colleagues   | E |
| Has an understanding of the new curriculum frameworks   | E |
| Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning                             | E |
| Has successful experience of teaching and leadership in more than one school  | D |
| Has experience of curriculum design and management  | D |
| Has experience of using research evidence to inform teaching and learning   | D |
| <b><u>Developing self and working with others</u></b>   |   |
| Understands the importance of working in partnership with colleagues  | E |
| Demonstrates commitment to shared leadership and effective team work  | E |
| Has experience of working alongside colleagues to improve their classroom practice  | E |
| Understands the relationship between managing performance, professional development and school improvement                                    | E |
| Can articulate strategies to develop professional learning of individuals and teams   | E |
| Has experience of giving effective feedback to improve the performance of others  | E |
| Demonstrates high expectations for self and others  | E |
| Has experience of dealing with conflict and managing challenging situations   | E |
| <b><u>Managing the organisation</u></b>   |   |
| Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment                             | E |

|   |   |
|---|---|
| Ability to prioritise, plan and organise own workload and that of others  | E |
| Ability to identify, establish and sustain appropriate management structures and systems  | E |
| Displays the ability to think creatively to anticipate and solve problems   | E |
| Has experience of project management for planning and implementing change   | E |
| Has successfully developed, implemented, monitored and evaluated school policies  | E |
| Has experience of implementing the performance management process   | E |
| <b><u>Strengthening community cohesion</u></b>  |   |
| Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision   | E |
| Shows a commitment to a multiagency approach for the well-being of pupils and their families  | E |
| Can build partnerships in the community   | E |
| Is able to listen to, reflect and act on feedback from stakeholders as appropriate  | E |
| Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community   | E |
| Has experience of working collaboratively with other schools or communities to improve outcomes   | E |
| <b><u>Personal skills and attributes</u></b>  |   |
| Demonstrates a genuine empathy with children  | E |
| Is able to communicate effectively and concisely  | E |
| Is a good listener  | E |
| Is flexible and consistent with strength of character and impeccable integrity  | E |
| Is capable of making reasoned judgements  | E |
| Is approachable   | E |
| Has a presence that inspires confidence and trust   | E |
| Is able to motivate and inspire   | E |
| Is able and willing to delegate appropriate responsibilities  | E |
| Has confidence in others to take a leadership role  | E |
| <b><u>Securing accountability</u></b>   |   |
| Has worked within or demonstrates a reasonable understanding of the accountability / delegated responsibility framework of a MAT.   | D |
| Has a good understanding of the role of the SGC and can explain how the Head of School will assist governors to discharge their responsibilities effectively  | E |
| Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school | E |
| Has previous experience of challenging and supporting others in order to achieve specific targets   | E |
| Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes  | E |
| Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting and improvement planning.                         | E |
| Has experience of reporting attainment and progress to a range of audiences   | D |
| Has led a school through a recent OFSTED inspection/been in a key senior leadership position through OFSTED   | D |
| Has an understanding of school financial management   | D |