



Central MAT Office

The Diocese of Coventry Multi Academy Trust
St James' C of E Academy
Barbridge Road
Bulkington
Bedworth CV2 9PF

Candidate Information

Headteacher
Salford Priors CofE Academy

About the Multi Academy Trust



The Trust

The Diocese of Coventry Multi Academy Trust Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Our Vision

Our vision, based on John 10:10, is for every adult, every child and every academy in our trust to come together in order that we may pursue life in all its fullness. We have a vision of building a better future for all within our academies, who in turn will positively impact their communities.

Our Strategic Goals

To achieve our object, mission and vision, we will focus on the following five high-level goals:

- Deliver excellent education;
- Ensure strong and effective governance at all levels;
- Build a strong and sustainable infrastructure;
- Become an employer of choice;
- Drive sustainable growth

About the Role

The Trust is looking to appoint an inspirational and highly effective Headteacher who is committed to supporting the Multi Academy Trust to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a salary of L15-21 per annum FTE
- Eligibility to join the Pension Scheme

Applications

This appointment is supported by ASCL's Leadership Appointment Service. If you feel inspired to discover more about this exciting opportunity, need any further information or would like to arrange a visit to the school please contact Jo Corrigan on 07557 114082 or email

Jo.Corrigan@ascl.org.uk

Please note the closing date for applications is 12 noon, 4th December 2023. Completed applications and supporting documents should be sent via email to Claire Freeman (Director of People) at hr@covmat.org

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place on 15th December 2023.

Our Trust

Thank you for your interest in joining The Diocese of Coventry Multi Academy Trust, we are delighted to provide you with an application pack. It is hoped that the information provided will be of interest and will help you to begin your journey with us.

The Diocese of Coventry Multi Academy Trust was incorporated in 2013 and is one of over 2,700 Multi Academy Trusts in England. Highlighted as a leading diocesan Trust and a model of good practice by the Department for Education in 2016, the trust is now home to twenty-two academies spread across the Diocese of Coventry. This scale makes us one of the 100 largest Multi Academy Trusts in the country.

Our vision, "together, pursuing life in all its fullness", is based on John 10:10 and reflects the Church of England's vision for education. You will see this come to life in all of our academies every day. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. We offer opportunities for children to realise their God given potential and flourish.



Our strategy focuses on five core aims. Among these are the desire to offer an **excellent education** and to be an **employer of choice**. To work with us, you must aspire to be an outstanding colleague, be prepared to go the extra mile and be comfortable with high levels of accountability for the progress of almost 5,000 children. You must be willing to share and learn. Above all else, you must like young people and aspire to make them outstanding citizens.

In return, we offer excellent working conditions, first class professional development for ambitious people, genuine career development and opportunities for growth. All of our teachers are offered membership of the Teachers Pensions Scheme and all support staff are offered membership of the Local Government Pension Scheme.

Our most recent SIAMS inspection resulted in an "excellent" judgement. But we are not standing still and you would be joining the trust at an important stage in our development. Three new academies have recently joined the trust and we are due to launch a brand new strategic plan focusing on the flourishing of everyone associated with our academies.

In short, we believe our Trust has a bright future and are looking for bright people to help us get there.

Thank you once more for your interest in The Diocese of Coventry Multi Academy Trust and in the position available. I hope that this introductory letter has given you a clear sense of our vision and I hope that this pack gives you a feel for what we need. We look forward to hearing from you and exploring your future with us through our selection process.

Michael Cowland, CEO

Coventry Diocese

The Diocesan Board of Education seeks to serve and equip the church school family in a variety of ways. The Diocesan Director of Education, Reverend April Gold, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:



- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- facilitate creative and flexible networking between schools;
- promote excellence and distinctiveness within the family of church schools/academies and beyond;
- share best practice collectively;
- provide professional development: for staff at all stages of their careers and for governors;
- facilitate collaborative school improvement partnerships through the growth of our six CofE majority MATs;
- support the process of academy conversion;
- promote the establishment of new church schools;
- represent church schools to the wider church, to diocesan groups, in the press, and in public and community debate;
- champion inclusion and equality including advising on admissions policies and managing appeals;
- protect the status of church schools
- and promote the importance and the continuance of the voluntary sector.



'I believe that schools are at the heart of the church's mission to the nation and play a very important role in the life of their own parishes and communities.'

The Diocese is proud of its Church of England Schools which educate about 18,300 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working with the values of Jesus Christ every day.

Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher



Our Academies



St Laurence's CofE Primary School
Old Church Road
Coventry
CV6 7ED



St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ



St Bartholomew's CofE Academy
Bredon Avenue, Coventry
CV3 2LP



St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA



Queens CofE Academy
Bentley Road
Nuneaton
CV11 5LR



Leamington Hastings CofE Academy
Birdingbury Road, Hill,
Leamington Hastings, Rugby
CV23 8EA



Stretton CofE Academy
Stretton Avenue
Coventry
CV3 3AE



Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ



St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF



Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD



Harris CofE Academy
Harris Drive
Overslade Lane, Rugby
CV22 6EA



All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR



St Nicolas CofE Academy
Windemere Avenue
Nuneaton
CV11 6HJ



Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB



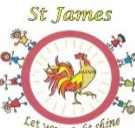
Studley St Mary's CofE Academy
New Road, Studley
B80 7ND



Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP



St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ



Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE



All Saints Bedworth CofE Academy & Nursery
Off the Priors, Mitchell Road
Bedworth
CV12 9HP



Dunchurch Boughton CofE Infant Academy & Nursery
School Street
Dunchurch
CV22 6PA



Dunchurch Boughton CofE Junior Academy
Dew Close
Dunchurch
CV22 6NE



Ryton-on-Dunsmore Provost Williams CofE Academy
Sodens Avenue
Ryton-on-Dunsmore
CV8 3FF

Headteacher

Job Description

KEY PURPOSE

The Headteacher is accountable to the Diocese of Coventry Multi Academy Trust for ensuring the educational success of the academy within the overall framework of the Multi Academy Trust strategic plan as well as the individual academy strategic plan. They are responsible for all aspects of the internal organisation, professional leadership, management and control of the academy and for leading supervision over teaching and support staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for everyone in all areas of the academy's work.

The Headteacher will provide the strategic direction, professional leadership and operational management in order to secure a strong foundation within a distinctive Christian ethos from which to achieve high standards in all of the academy's aims.

This role will include a small teaching commitment, and undertaking the role of SENCO.

ACCOUNTABILITIES

The appointee will be line managed by the Deputy CEO – Education.

PRINCIPAL RESPONSIBILITIES

STRATEGIC LEADERSHIP

The Headteacher will work with the academy governance committee, and under the guidance of the Multi Academy Trust, to develop the shared vision and strategic plan for the academy which inspires and motivates pupils, staff and all other members of the school community and develops the distinctive Christian character of the academy. This vision should express core educational values and Christian moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

This will include:

- Ensuring that the Christian vision for the academy is clearly articulated, shared, understood and acted upon effectively by all.
- Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrating the vision and values in everyday work and practice.
- Motivating and working with others to create a shared culture and positive climate which embeds and develops the existing caring and nurturing ethos.
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence. Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large, whilst appropriately maintaining the distinctive Church of England foundation of the school.

LEADING LEARNING AND TEACHING

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies, within a Christian framework, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful, holistic, learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

This will include:

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring that accelerated progress for low achievers and underperformers is developed and embedded.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework.
- Taking a strategic role in the introduction of appropriate new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring that there is effective corrective action and follow-up.

DEVELOPING SELF AND WORKING WITH OTHERS.

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a holistic, professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers/principals should be committed to their own continuing professional development including distinctiveness training and development related to leading a Church school.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian values underpinning the school.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Ensuring own CPD includes developments in educational research.
- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow for reflection and an appropriate work/life balance.

MANAGING THE ORGANISATION

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school, and the people and resources within it, are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others and communicate openly with the Head of the Multi Academy Trust on a regular basis.

This will include:

- Creating an organisational structure which reflects the school's Christian beliefs and values, ensuring and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities ensuring that, within the particular context of the school, policies and practices take account of national and local circumstances, policies and initiatives.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Providing all information required to support the filing of annual company accounts and other financial returns where required (e.g. VAT and corporation tax returns).
- Recruiting, retaining and deploying staff appropriately and managing their workloads to achieve the vision and goals of the school, and implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

SECURING ACCOUNTABILITY

With Christian values at the heart of their leadership, Church school headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors, the Multi Academy Trust and the Diocese. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are

legally and contractually accountable to the Multi Academy Trust for the academy, its environment and all its work.

This will include:

- Fulfilling commitments arising from contractual accountability to the Multi Academy Trust and the local governing body.
- Building on and developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the Multi Academy Trust and the local governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Developing and presenting a coherent, understandable and accurate account of the school's performance in ways which are relevant to the wide range of audiences including inspection agencies, the Multi Academy Trust, the Diocese, governors, staff, parents and carers of diverse backgrounds and the local community.
- Reflecting on own personal contribution to school achievements and taking account of feedback from others.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Headteacher will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Deputy CEO - Education reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Experience						
1	Honours Degree or equivalent	x		x		
2	Qualified Teacher Status	x		x		
3	Substantial successful experience of teaching	x		x	x	X
4	Relevant higher degree or equivalent		x	x		
5	Evidence of commitment to continuous professional development relating to school leadership and management and curriculum / teaching and learning	x	x	x	x	
6	Experience of raising standards in a church school or Diocesan Trust		x	x		
7	To teach across the primary age range, including mixed-age classes	x		x	x	
8	Substantial, successful, relevant and recent teaching experience in primary school or Academy	x		x	x	X
9	Successful experience of raising standards for all pupils, including vulnerable groups, with clearly demonstrable outcomes	x		x	x	X
10	Knowledge and understanding of safeguarding requirements and good practice	x		x	x	X
11	Knowledge of recent developments in the National Curriculum	x		x	x	
12	Experience of supporting children with Special Educational Needs in an inclusive environment	x		x	x	X
13	Experience of using technology effectively in classroom teaching	x		x	x	
14	An understanding of the role of parents as partners in education	x		x	x	X
15	A commitment to, and evidence of, promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	x		x	x	X
16	Understanding the distinctive Christian character of a Church school		x	x	x	X
17	Knowledge of recent developments in the Education Inspection framework		x	x	x	X
18	Successful leadership of SEND and/or commitment to undertaking SENCO qualification.	X		X	X	X
Skills and Abilities						
1	A proven track record in ensuring the highest possible standards in teaching and learning	x		x	x	
2	Good understanding and application of effective pedagogical approaches and evidence informed practice	x		x	x	
3	The ability to lead, influence and manage change	x		x	x	
4	Successful experience of positive behaviour management and developing a pupil focused, inclusive and effective, learning environment so that all pupils can excel	x		x	x	

Personal Qualities						
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the Academy	x		x	x	
2	Is committed to putting continuous improvement and pupil outcomes at the core aspects of leadership and management	x		x	x	
3	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	x		x		
4	Is able to manage, inspire, encourage and empower staff	x		x		
5	Is an excellent, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	x		x		