



HEADTEACHER

RECRUITMENT PACK





Thank you for your interest in a career with The Futures Trust. We hope that this recruitment pack provides you with all the information you need to start your journey with us.

The Futures Trust is a growing Trust with four primary schools and four secondary schools located in Coventry, Warwickshire and Leicestershire. We have 6,000 pupils in our schools and nearly 850 colleagues work for the Trust supporting our school community.

The Trust is committed to building brighter futures for everyone. This commitment is underpinned by 3 clear values:

1. Students first

Teachers and leaders totally focused upon the educational benefit of our students.

2. It's about learning

Students, teachers and leaders focused upon developing and improving their learning.

3. No barriers

No excuses, only support to ensure student, teachers and leaders maximise their achievement.

It is an exciting time to join the Trust. We offer trust wide career paths and invest in outstanding opportunities for our staff to learn and grow.

If you join The Futures Trust team, you will be part of a professional learning community totally focussed upon learning and dedicated to ensuring learners achieve their potential and build their own bright future. We look forward to hearing from you.





Barr's Hill School is a thriving school that is committed to Building Brighter Futures for all of its students.

A crucial part of Building Brighter Futures is providing a high-quality educational experience delivered through an academic curriculum and an exceptional programme of enriching experiences. We are looking to expand our team of dedicated professionals who excel in their field.

Steve Toor, Interim CEO

JOB TITLE:	Headteacher
OPPORTUNITY:	<p>We are seeking to appoint an exceptional practitioner to lead Barr's Hill School on the next phase of its improvement journey. The successful candidate will have a track record of providing strong and inspirational leadership, will be able to develop a collaborative strategic vision for the school which is focused on providing an outstanding education for all learners and will be able to inspire, challenge, motivate and empower others to carry the vision forward.</p> <p>The role offers an opportunity to work with dedicated colleagues, a supportive governing body and education and support professionals across The Futures Trust.</p>
REPORTING TO:	CEO & Chair of Governors
LOCATION:	Based at Barr's Hill School with a requirement to travel to work at or fore schools within the Trust
SALARY:	Leadership – 25 – 29
BENEFITS:	<ul style="list-style-type: none"> • Competitive rates of pay • Extensive professional development opportunities across the Trust • Career pathways across the Trust • Teacher/Local Authority Pension Schemes • Online retail discount • Employee Assistance Programme • Family Friendly policies to support family & carer commitments • Flexible Working Arrangements

The Futures Trust is committed to safeguarding and promoting the welfare of Children and Young People, and require all staff and volunteers to share this commitment.

Job Purpose

The Job Purpose and Role are underpinned by the DFE Headteachers' Standards 2020.

As a values-based trust committed to moral leadership and fundamental values The Futures Trust takes Section One of the Standards very seriously.

Section One: The Ethics and Professional Conduct Expected of Headteachers

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Domains

The ethics and professional conduct section above is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers. The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

Key Areas of Responsibility

The roles and responsibilities are in line with roles identified in the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document. This includes working in close partnership with The Futures Trust, The Chief Executive of the trust, the Local Governing Body, Barr's Hill School SLT, colleagues, parents and appropriate external agencies to ensure that the school's vision and strategic plans are effective and relevant to the school and its community.

This includes the delivery of the trust's secondary school improvement framework focused upon:

- Outcomes – Student Progress is outstanding
- Teaching and Learning – all year groups are taught by good or better teachers
- Communication Skills – oracy, literacy, numeracy and computing
- Support - ambitious targets, regular tracking underpins high quality teaching
- Experience – outstanding curriculum enables all to reach their full academic potential
- Leadership - Leadership at all levels is focused upon leading learning, improving teaching and raising standards
- Professional Development - Staff devise individual professional development plans

There is an expectation that the Headteacher will lead by example and ensure partnership working across The Futures Trust which enables the best outcomes for all learners in the trust.

1. Leadership & Strategic Development

The Headteacher will develop a strategic vision for Barr's Hill School in its local and national context and analyse and plan for its future needs and further development. The Headteacher will hold and articulate clear values and moral purpose, focused on providing an outstanding education for the students so that a culture is created where students experience a positive and enriching school life.

To achieve this the Headteacher will:

- Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism
- Provide strategic leadership focused upon school improvement that secures the delivery of high standards of attainment, progress and personal development for all pupils and staff
- Provide leadership in the development of innovative and evidential teaching and learning and extended community activities

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Ensure that all statutory requirements related to the provision of education are met

2. Safeguarding

Barr's Hill School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff to share this commitment. The Headteacher will be responsible for ensuring all systems and procedures for safeguarding are robust and effective and will engage and co-operate with relevant agencies to protect learners.

To achieve this the Headteacher will have:

- Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.
- Evidence of implementing safeguarding and Equal Opportunities and other legislation essential for the health, safety and well-being of the school and community.
- Ensure that all statutory requirements are met.

3. Teaching

The Headteacher is uncompromising in developing an outstanding Teaching community.

To achieve this the Headteacher will:

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

4. Curriculum, Assessment and Standards

The Headteacher will be committed to achieving outstanding outcomes for the students at Barr's Hill School through a high-quality inclusive curriculum delivered through active engagement with the students.

To achieve this the Headteacher will:

- Ensure that the statutory requirements of the national curriculum and other national curriculum developments are met
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that the development of communication skills is at the heart of the teaching and learning process and that where necessary all students are able to read through the provision of evidence-informed approaches
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum
- Monitor and evaluate the curriculum for both quality and value for money
- Embed data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school wide focus on students' achievement which engages the support of parents/carers and the assistance of other stakeholders
- Ensure that suitably challenging targets are set, including those for pupil attainment, progress and attendance
- Develop an ethos and structure for managing behaviour which enables each student to achieve their potential, including the management of pastoral care, student welfare and effective anti-bullying procedures
- Maintain effective assessment, recording and reporting systems of student progress
- Involve students, as partners in the learning process, in the development and decision-making of the school.

5. Behaviour

The Headteacher will ensure that Barr's Hill School is a calm and focused learning environment in which all in its community enjoy positive and respectful relationships within a self-regulated atmosphere.

To achieve this the Headteacher will

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

6. Additional and special educational needs and disabilities

The Headteacher will ensure that Barr's Hill School delivers an ambitious and aspirational curriculum, that is inclusive of, and enriching, for all students. It will provide an experience of breadth, depth, access, support and challenge appropriate to all needs so that all students can be the best they can possibly be.

To achieve this the Headteacher will

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

7. Professional development

The Headteacher will develop a strong and professional learning community focused upon enabling learners and staff to be flourish

To achieve this the Headteacher will

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

8. Leading People

The Headteacher will develop high-quality professional relationships throughout the school focused upon high expectations, outstanding outcomes and a "can do" ethos that ensures all staff, are motivated and supported to develop professionally, both as individuals and collaboratively. The Headteacher will communicate effectively to staff and governors the key priorities and developments for the school.

To achieve this the Headteacher will:

- Work closely with The Futures Trust, as the employer, in determining the selection, appointment, deployment, management and retention of high-quality staff to ensure that effective learning takes place throughout the school
- Create, maintain and enhance effective working relationships with staff, including consultation with professional associations, as appropriate

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and to sustain the progress of the school
- Provide opportunities for growth and development of all staff by engaging in collaborative initiatives, facilitating staff, leading innovation and supporting both formal and informal CPD
- Regularly review performance of all staff agreeing individual professional development plans as well as take timely action on performance improvement as necessary
- Involve all staff in decision-making, as appropriate, in order that all who work in the school are committed to its development
- Develop the leadership skills of staff at all levels and the pupil body
- Regularly review own practice and performance, set personal targets and take responsibility for own development
- Promote the school ethos, values and aims, characterised by high aspirations and expectations.

9. Managing the Organisation

The Headteacher will deploy colleagues and resources efficiently on a daily basis to meet the specific objectives of the school improvement plan. The Headteacher ensures that the school is well placed to work toward its priorities by overseeing sound management of the business.

To achieve this the Headteacher will:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- Ensure that the school's systems, organization and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Be responsible for the internal organisation, management and control of the school
- Ensure staff are deployed and managed well with due attention paid to workload
- Advise The Futures Trust on the annual priorities and formulation of the budget to ensure that the school achieves its objectives
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives within the agreed budget, setting priorities for expenditure, allocating funds/resources and securing effective administration and control
- Ensure the regular monitoring of the budget and the oversight of the use of resources at all levels in the school
- Manage and organise accommodation efficiently and effectively to ensure it meets the needs of the curriculum, extended use, health and safety requirements and promotes a positive learning environment for all
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Monitor and evaluate the overall provision and use of resources to secure value for money
- Seek all opportunities to maximise resources for the school and its community
- Create an awareness of environmental issues both within and beyond the school and help to develop innovative projects which address practices.

10. Continuous school improvement

The Headteacher will be driven and relentless in their pursuit of school improvement.

To achieve this the Headteacher will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

11. Governance and Accountability

The Headteacher will welcome strong governance and actively support the Local Governing Body and The Futures Trust to deliver its functions effectively, in particular its functions to set out school strategy and hold the leaders to account for pupil, staff and financial performance.

To achieve this, the Headteacher will:

- Work collaboratively with The Futures Trust and LGB, as appropriate, to enable them to fulfill their monitoring, statutory and wider responsibilities
- Produce regular reports and provide information, support and objective advice to the Local Governing Body
- Support the CEO to provide reports and information to The Futures Trust on the educational, financial and community aspects of the school
- Develop an organisation in which staff recognise they are responsible for the success of the school
- 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.
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the school
- Ensure that effective communications are maintained within and beyond the school and with stakeholders
- Ensure that parents/carers and students are well informed about all aspects of the school including the school's direction, priorities and curriculum and, in particular, about attainment, progress and targets for further improvement.

12. Strengthening Community

The Headteacher will demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community. The Headteacher actively promotes the school as a centre of excellence for education and families in the local community.

To achieve this, the Headteacher will:

- Develop and encourage good relations between the school and the wider community
- Collaborate with parents/carers and with other agencies to ensure that the school meets the wider needs of its students, staff and the local community
- Work closely with other schools and academies locally, nationally and internationally, and, where deemed appropriate, providers of further and higher education
- Work closely with the local authority and organisations in the business, public, private and voluntary sectors to meet the needs of the students
- Develop the school as an asset for the local community, in line with the shared vision, to enable all to benefit from the facilities for education, training, health, fitness and recreation opportunities
- Work with the Local Governing Body and The Futures Trust, partners and other representatives to develop the school as a hub for the community to deliver multi-agency services for the family
- Ensure the school reflects a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.

PERSON SPECIFICATION

Qualifications and experience	Desirable	Essential
Must have QTS (Qualified Teacher Status).		✓
Substantial experience of working in 11-19 schools.		✓
First degree or Certificate of Education.		✓
Relevant recent professional development.		✓
Post graduate qualification (other than PGCE) at masters level or other evidence of sustained professional learning	✓	

Strategic direction and shaping the futures		
Able to think strategically, and to build and communicate a coherent vision.		✓
Able to inspire, challenge, motivate and empower others to carry the vision forward.		✓
Is committed to: Establishing a collaborative school vision of excellence and equality that sets high standards for every pupil; Setting and achieving ambitious, challenging goals and targets; and Inclusion and ensuring everyone can achieve their full potential.		✓

Leadership		
Track record of providing inspiration and strong leadership to teaching staff.		✓
Leads by example in promoting the school's vision and values to pupils, staff, Governors and parents of the school		✓

Leading learning and teaching		
Excellent Teacher		✓
Accesses, analyses and interprets information		✓
Initiates and supports research and debate on effective learning.		✓
Develops strategies for performance improvement.		✓
Is committed to: Raising standards for all in the pursuit of excellence; Continuous learning for the entire school community; Entitlement of all pupils to effective learning and teaching; and		✓

Choice and flexibility to meet the personal learning needs of every child.		
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Developing self and working with others		
Fosters an open and equitable culture and manages conflict.		✓
Develops, empowers and supports individuals and teams.		✓
Collaborates with others within and beyond the school.		✓
Challenges, influences and motivates others to attain high goals.		✓
Gives and receives effective feedback, and acts to improve personal performance		✓
Accepts appropriate support from others including colleagues and Governors.		✓
Is committed to: Effective Working Relationships; Shared Leadership; Effective Team Working; and Continuing Professional Development for all (including self).		✓

Managing the organisation		
Establishes and supports appropriate structures and systems		✓
Manages the school efficiently and effectively on a day-to day basis.		✓
Delegates management tasks and monitors their implementation.		✓
Plans appropriately and organises themselves and others.		✓
Makes informed professional, management and organisational decisions.		✓
Thinks creatively to anticipate and solve problems.		✓
Securing Accountability		
Demonstrates political insight and anticipates trends.	✓	
Engages the school community in systematic and rigorous self-evaluation, and combines the outcomes of this with external evaluations to develop the school. Collects a rich set of data to understand the school's strengths and weaknesses.		✓
Is committed to: Working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils; and Ensuring individual, team and whole school accountability for pupil learning outcomes.		✓

Strengthening community		
Recognises and takes account of the diversity of the school community.		✓
Builds partnerships and community consensus on values, beliefs and shared responsibilities.		✓
Listens to, reflects and acts on community feedback.		✓
Builds and maintains effective relationships with parents, carers, partners, and the community that enhance pupil education.		✓
<p>Is committed to:</p> <p>Effective teamwork within the school and with external partners; Working with other agencies for the well-being of all pupils and their families;</p> <p>Involving parents and the community in supporting pupil learning and in defining and realising the school vision; Collaborating and networking with other schools to improve outcomes.</p>		✓

Personal attributes		
Excellent written and verbal communication skills.		✓
Adaptable to changing circumstances and new ideas.		✓
Approachable, reliable, has presence and enjoys being highly visible to children and parents.		✓
Self-motivated with good organisational skills and the ability to prioritise workload effectively		✓
Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement.		✓
Values diversity and the unique contribution that every individual makes to the learning community.		✓
Demonstrates professionalism, loyalty and integrity.		✓

HOW TO APPLY



CLOSING DATE:	Wednesday 13 March 2024
INTERVIEWS:	tbc

If you wish to find out more about this opportunity please contact Ruth Hardy, HR Operational Lead on tel: 02477 102134.

To apply for this post, please download an application form from [HERE](#) and return to recruitmentadmin@thefuturestrust.org.uk

On application please read the following policies found [HERE](#)

- Barr's Hill Safeguarding & Child Protection Policy
- Safer Recruitment Policy
- Suitability Policy
- GDPR Privacy Notice for Applicants

The Futures Trust are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment.
The successful candidates for all positions will be subject to an enhanced DBS check and Social Media check.

