



Dunchurch
Schools' Federation

Candidate Information
Executive Headteacher



Executive Head

About the federation

Thank you for your interest in the post of the Executive Head of the Dunchurch Schools Federation. We hope you will find the information within this pack helpful.

Our federation is a strong partnership of two schools, Dunchurch Boughton CofE Junior School and Dunchurch Infant School, working in close collaboration together.

We are seeking to appoint an enthusiastic, dedicated leader with a real passion for teaching. The successful applicant will have the skills necessary to relish the challenges of the future, to build upon our achievements and move us forward to continue to develop as two effective schools with our individual identities.

Ours is a federation rooted in partnership - school, parents, churches and the community working together for the benefit of each individual child. We believe that the quality of relationships within school between adults and children and with parents and the wider community underpin everything that we are able to achieve as schools and as a federation.

The happiness, well-being and achievement of each child are our main priority.

We strive to create exciting, stimulating indoor and outdoor learning environments. Environments that are safe and secure; where children's welfare is the concern and responsibility of everyone.

A place where children are given opportunities to realise their talents across a broad and balanced curriculum developing into caring and responsible young people.

Our schools have enthusiastic, caring and committed teaching and non-teaching teams, who in partnership with parents, endeavour to achieve the best for each and every child.

We would welcome applications from candidates eager to work with us to continue to build our schools as places of learning where children are motivated and challenged to reach their potential in every area of development.

Executive Head

Key information

ABOUT THE ROLE

The Governors are looking to appoint a qualified inspirational and highly effective Executive Headteacher to lead the federation on its journey and who will seek out every opportunity to continue to provide great education for the local children.

APPLICATIONS

Thank you for your interest in the post of Executive Head at the Dunchurch Schools Federation.

Candidates are encouraged to visit the schools. Please contact the school office at either school to make arrangements.

Please note the closing date for applications is midday on the 11th April 2021.

To apply for this vacancy please click on the 'Apply' button.

Shortlisting will take place on the 14th April 2021. Interviews will take place on Wednesday 21st & Thursday 22nd April 2021.

Candidates shortlisted for interview will be asked to undertake a series of selection tasks and activities. More information on the format including any presentation needed will follow after shortlisting.

Executive Head

Job Description

CORE PURPOSE

The Executive Head will be responsible for ensuring the educational success of the federation. They are responsible for all aspects of the internal organisation, professional leadership, management 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 work.

The Executive Head 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 federation aims.

STRATEGIC LEADERSHIP

The Executive Head will work with the governing body to develop the shared vision and strategic plan for the federation which inspires and motivates pupils, staff and all other members of the school community and develops the distinctive Christian character of both schools. 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 federation moves forward for the benefit of its pupils.

This will include:

- Ensuring that the Christian vision for the federation is clearly articulated, shared, understood and acted upon effectively by all.
- Working within the 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 schools.

LEADING LEARNING AND TEACHING

Executive Heads have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies 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 Executive Heads work with and through others. Effective Executive Heads 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 Executive Heads 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,

Executive Heads

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 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

Executive Heads need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Executive Heads should ensure that both schools, 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 schools to build capacity across the workforce and ensure resources are deployed to achieve value for money. Executive Heads should also seek to build successful organisations through effective collaborations with others and open communication.

This will include:

- Creating an organisational structure which reflects the school's 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.
- 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.

With Christian values at the heart of their leadership, Church school Executive Heads have a responsibility to the whole school community. In carrying out this responsibility, Executive Heads are accountable to a wide range of groups, particularly pupils, parents, carers, governors 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.

This will include:

- 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 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 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.

SECURING ACCOUNTABILITY

STRENGTHENING COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Executive Heads should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. 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. Executive Heads share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

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 racial and other prejudice and dealing with racial harassment.
- 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

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share

this commitment. The Executive Heads plays the lead role in this within the school and the Executive Heads post is subject to enhanced DBS disclosure.

The Executive Heads will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are adopted by the governing body and 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.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Honours degree or equivalent	<input type="checkbox"/>		<input type="checkbox"/>		
2	Qualified teacher status	<input type="checkbox"/>		<input type="checkbox"/>		
3	Relevant higher degree or equivalent		<input type="checkbox"/>	<input type="checkbox"/>		
4	NPQH (or working towards NPQH)		<input type="checkbox"/>	<input type="checkbox"/>		
5	Evidence of continuous professional development relating to school leadership and management and curriculum / teaching and learning		<input type="checkbox"/>	<input type="checkbox"/>		
6	Certificate in Church School Leadership		<input type="checkbox"/>	<input type="checkbox"/>		
Professional Experience and Knowledge						
1	Substantial, successful teaching experience	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Successful recent strategic leadership experience likely to have been gained as a Head teacher/ Principal or Deputy Head teacher/Vice Principal of a primary school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Successful experience of raising standards for all with measurable outcomes	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Proven track record of managing successful school self-evaluation and accountability and the school improvement process	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6	Experience of working in collaboration and/or partnership with governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues as well as the statutory and legal framework governing the operation of an academy	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8	Successful experience of effective strategic, financial and resource management to achieve educational priorities and ensure value for money	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9	In depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures	<input type="checkbox"/>		<input type="checkbox"/>		

Person Specification

10	Evidence of highly developed skills in performance management, recognising high performance, tackling underperformance through to resolution and supporting continuous professional development of colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	A commitment to and evidence of promoting diversity and equal opportunities within the Academy, curriculum and employment practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The ability to demonstrate an understanding of the distinctive Christian character of a Church school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading Teaching and Learning						
1	A proven track record in ensuring the highest possible standards in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Sustained experience of managing, monitoring and evaluating student progress, and of translating the information into assessment for learning and effective intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Successful experience of positive behaviour management and developing a student focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Successful experience of curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Successful involvement in staff recruitment, appointment and induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
1	Is committed to putting continuous improvement and pupil outcomes at the core aspects of leadership and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Is committed to leading the development of a distinctive Church school ethos based on Christian value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the federation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Is able to manage, inspire, encourage and empower staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Is able to manage the federation efficiently and effectively on a day to day basis whilst maintaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	a good life work balance					
6	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
7	<p>Is a communicant member of an Anglican Church</p> <p>or</p> <p>Evidence of current involvement in a church which is in communion with the Church of England</p> <p>or</p> <p>Able to demonstrate active involvement in a church community</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>