



Job Application Pack

School Leader

Leadership Scale L16-20

September 2014



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Letter from the Head of School

Dear Colleague,

Thank you for your interest in the two School Leader positions at Meden School. These exciting roles will suit ambitious, dynamic middle leaders with the skills to build on the rapid improvement that Meden has made over the last three years.

Meden School is well on the way to becoming outstanding. Our next School Leaders will take on a strong school ready for further development. The successful candidates will be offered appropriate levels of support through our highly regarded Multi Academy Trust and mentoring from a range of experienced school leaders.

The position has arisen due to the internal promotion of the current post holders.

Applicants should provide a letter of application of no more than three pages (A4, Size 12 font) outlining:

- Why their career experiences to date equip them for the post;
- The impact they have made in their current role;
- Their initial priorities if appointed.

A completed application form should also be submitted with the letter. Applications for this post must be received by midday on Tuesday 7th October, by email or by post to:

Steve Scott
HR Manager
Torch Academy Gateway Trust
The Banks
Bingham
Notts
NG13 8BL
sscott@toothillschool.co.uk

If you wish to visit Meden School or discuss any aspect of this role with a senior member of the Trust team, please contact Janet Brashaw by email: jbrashaw@medenschool.co.uk.

Thank you for your interest.

Janet Brashaw
Head of Meden School



Letter from the CEO

Dear Candidate,

I am delighted to be able to introduce you to Meden School and the tremendous opportunities this school offers the young people of Warsop.

Our Trust started partnership work with Meden in 2010. Meden has experienced challenges in recent times and we were invited to lead the long-term transformation of the school.

Working in partnership with the local governing body, we have raised aspirations and improved outcomes for the students we serve.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Meden School, and we look forward to receiving your application.

John Tomasevic
CEO of the Torch Academy Gateway Trust



Overview of the School

Meden School is situated in Market Warsop, Nottinghamshire. The school delivers an 11-18 curriculum and has around 900 pupils on roll.

Meden School was placed in 'special measures' in March 2011 and in response to this the Torch Academy Gateway Trust was invited to sponsor the school. In May 2014 Ofsted rated the school as 'good' and we now seek to consolidate this position and to work towards 'outstanding'.

Since the Trust began working at Meden School, results have significantly improved and the school was placed in the top 10 most improved schools nationally in 2012. Meden School is now well placed to begin the next phase of its journey to becoming an outstanding school.

Overview of the Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

Achievement

Meden School's primary focus over the last four years has been to raise achievement and aspiration. In 2010, only 32% of pupils achieved 5+ A*-C including English and Mathematics.

In 2014, 59% of pupils achieved 5+ A*-C including English and Maths calculated on the new, more challenging, performance measures. This is compared to 59% on the old performance measures in 2013. In securing consistent good attainment, Meden School has managed to buck the national trend. In addition, staffing in the core subjects has been strengthened. There is a strong focus on ensuring students secure 5+ A*-C including core subjects. Meden School is well placed to meet new challenges as it moves forward.



Staffing and Leadership

Significant staffing changes have been made at Meden School since 2011. Meden School has a young staff profile and all appointments have been made with a clear focus on raising achievement.

The Senior Leadership Team is experienced and pro-active. The team has been critical in raising achievement and developing an ethos of aspiration amongst students and staff.

The school day begins at 8.30am, lessons are 50 minutes long with a morning break and a 40 minute lunch at 12.55pm. The school day ends with a 15 minute tutorial from 3:15pm to 3:30pm.

Pastoral Structure

Meden School uses a 'House' based pastoral system, which combines horizontal tutor sets with vertical socialisation opportunities. The benefits of focused year based intervention, combined with the sense of belonging and community afforded by a 'House' system, has proved very successful at Meden School.

Location and Site

Market Warsop is a small town on the outskirts of Mansfield, Nottinghamshire. Situated on the north Nottinghamshire coal field, Market Warsop has reinvented itself as a commuter suburb since the local mine closed.

Meden School is situated on a large site at the edge of Market Warsop. The school benefits from extensive buildings and grounds, and a programme of renovation has resulted in significant improvements to the building stock and teaching areas. The school has access to excellent sporting facilities.

Governance

Meden School has an active and engaged group of Governors who's strong loyalty to the school and a good understanding of the local community have helped to shape and support the work of Meden School in raising achievement and aspirations. The Torch Academy Gateway Trust Directors continue to take a strong interest in Meden School, providing support and advice as necessary.



Extra Curricular

Meden School runs a wide range of extra curricular course, trips and enrichment activities.

Securing Success

Our vision is to build capacity for sustained improvement. There are a number of short-term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that configures a school for long term improvement.

This work is centred on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention

Job Description

Job Title:	School Leader
Reports to:	Head of School and designated Line Manager for your curriculum, pastoral or performance management
Salary Point:	L16-20

1. Introduction

This job description covers core elements of the post. Specific responsibilities, in addition to those outlined below, will be decided on based on the strengths and experiences of the successful candidate and the requirements of the school. These will be incorporated into the final job description for the post.

As School Leader, you will be required to meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document and Teachers' Standards. In addition, you will be required to fulfil any reasonable expectations from the Head of School. The post will require you to work in partnership with the Head of School, governors, staff and students to ensure the continuous improvement and effective operation of the school.

2. Specific responsibilities to be negotiated

You will take on responsibility based on your strengths, interest and expertise in one of these areas:

- Achievement
- Q.A.

The main requirements relating to the leadership standards are detailed below and involve the following commitments:

1. Shaping the future

- To support the Head of School and governors in establishing a vision for the future development of the school
- To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school

- To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. catch up, use of pupil premium funding
- To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues
- To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account
- To contribute to the self-evaluation of the school

2. Leading learning and teaching

- To provide training for staff on effective teaching and learning
- To promote the active involvement of students in their own learning
- To contribute to school target setting; including statutory procedures and targets for individuals and groups of students throughout the school
- To support strategies to promote high standards of behaviour
- To oversee the development of an effective assessment framework
- To promote the use of ICT to enhance and extend students' learning
- To monitor and evaluate classroom practice
- To provide support for colleagues in improving their classroom practice

3. Developing self and working with others

- To promote equal opportunities and safeguard the safety and welfare of all those in the school
- To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking school assemblies
- To support the development of collaborative approaches to learning within the school and beyond
- To support the induction of staff new to the school
- To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members
- To engage in relevant professional development activity as necessary and to guide staff in their training and personal development

4. Managing the organisation

- To monitor the quality of teaching and learning in the school and to promote improvement
- To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements
- To develop action plans in specified areas of responsibility, in order to bring about improvements
- To lead on the development and implementation of school policies relating to issues such as assessment and reporting
- To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities
- To take responsibility for Performance Management of identified staff
- To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money
- To maintain a high profile in the life of the school through being a visible leader around the site, overseeing the operation of duty teams and by attending extra-curricular events
- To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance

5. Securing accountability

- To support the governing body in meeting its responsibility to account for the performance of the school
- To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review
- To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school
- To assist with the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
- To provide reports and information related to your areas of responsibility as required

6. Strengthening community

- To gain an understanding of the diversity of the school community
- To contribute to policies and practice which promote equality of opportunity and tackle prejudice

- To contribute to the development of opportunities for students to enhance their learning within the wider community
- To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement
- To promote links and good relationships with the local community and outside agencies

Person Specification

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R) Later checks (L)
Qualifications, Experience and Professional Development <ul style="list-style-type: none"> • Has Qualified Teacher Status • Has a good Honours Degree • Has Professional Development in preparation for SLT role • Background checks and references show no issues of concern with regard to safeguarding children and young people 	E E E E	A A A L
Leadership and Management Experience <ul style="list-style-type: none"> • Has successful experience as a middle leader • Has successfully led, planned, managed and evaluated change which has had a significant impact at whole school level • Has demonstrated the ability to work strategically and successfully 	E E E	A A/I/R A/I/R
Teaching Experience <ul style="list-style-type: none"> • Demonstrates outstanding, sustained, and successful experience as a teacher in a secondary context • Has a proven record of outstanding teaching and outstanding results with examination classes 	E E	A/R A/R
Shaping the Future <ul style="list-style-type: none"> • Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision • Has experience of developing and sustaining a learning culture that has inclusion at its 	E E	A/I/R A/I/R

core, including high expectations and standards of achievement		
<p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> • Has experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance • Has experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being • Has the ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence • Has the ability to lead the development and implementation of a diverse, flexible curriculum and effective assessment for learning 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>I/R</p> <p>A/I/R</p>
<p>Developing Self and Working with Others</p> <ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development. • Knows how to promote an open, fair and equitable culture. • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. • Has the ability to communicate appropriately and effectively with a variety of audiences, including in particular children and young people • Has the ability to build and sustain networks and alliances in pursuit of organisational goals 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p>
<p>Managing the organisation</p> <ul style="list-style-type: none"> • Has successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. • Understands how to establish and sustain effective organisational structures, systems, policy and practice. • Has knowledge of and commitment to the implementation of the safeguarding agenda. 	<p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>I/R</p> <p>I/R</p>

<p>Securing Accountability</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. • Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. • Has the ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information and intelligence to monitor progress in every child's learning. • Has experience of holding individuals, teams and whole school to account for student learning outcomes. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p>
<p>Strengthening Community</p> <ul style="list-style-type: none"> • Understands the importance of listening to, reflecting and acting on community feedback. • Has experience of strategies that encourage parents and carers to support their children's learning. • Has experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students. 	<p>E</p> <p>D</p> <p>D</p>	<p>I/R</p> <p>A/I/R</p> <p>A/I/R</p>
<p>Personal Skills and Attributes</p> <ul style="list-style-type: none"> • Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales. • Inspires, challenges, motivates and empowers teams and individuals to achieve high goals • Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Demonstrates personal and professional integrity, including modelling values and vision 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p>

<ul style="list-style-type: none"> • Prioritises, plans and organises themselves and others 	E	I/R
<ul style="list-style-type: none"> • Thinks analytically and creatively and demonstrates initiative in solving problems 	E	I/R
<ul style="list-style-type: none"> • Is aware of their own strengths and areas for development and listens to, and reflects constructively and acts upon as appropriate, feedback from others 	E	I/R
<ul style="list-style-type: none"> • Demonstrates a capacity for sustained hard work with energy and vigour 	E	I/R
<ul style="list-style-type: none"> • Demonstrates resilience, optimism and a sense of humour 	E	I/R