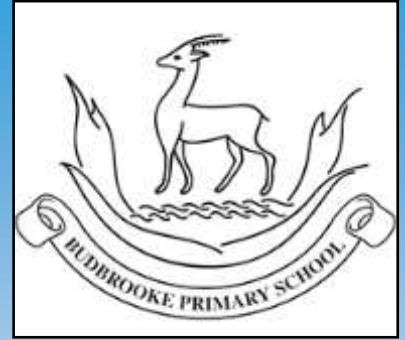


Budbrooke Primary School



Headteacher Candidate Information

Ensuring Excellence

Styles Close, Hampton Magna, Warwick, CV35 8TP
01926 492 045



Letter from Philip Hamilton OBE Chief Executive Officer



Dear Applicant

Thank you for taking the time to read about this exciting opportunity to lead Budbrooke Primary School. I hope you find the information in this pack helpful.

Budbrooke Primary School is an important member of our family of community schools.

Our trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools are designated National Teaching Schools. The trust has grown since 2012 and now comprises five secondary schools and thirteen primary schools in Warwickshire, Staffordshire and Telford.

We are proud of our community school-based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other Community Academies Trust schools that are geographically close. Budbrooke Primary School is in the heart of Warwickshire along with a further four primary schools.

Our trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, our trust has a track record of improving schools and if successful you will be an important leader and significantly influential on the journey of school and system improvement.

You will also be a school leader in a professional family that values partnership and collaboration. Schools in our trust are:

- Focussed on achieving excellent academic, personal and social outcomes for the children via a well-constructed curriculum and culture that is designed to meet the needs of the pupils at the school.
- Committed to the moral imperative of community school improvement and shared system leadership.
- Mutually supportive, not in competition with each other but fiercely loyal to each other.
- Equal partners with all other schools irrespective of their phase, size or successes.
- Multi academy trust minded - our schools celebrate the success of others as well as themselves and share accountabilities.
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensure the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

"As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand and threw it into the waves to safety "it makes a difference to this one" he said."

The main message from this story is clear - children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our professionals' working environment and for the young people in our care. All of us at our trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development. You will be an essential part of our team of Headteachers and as such will also be trained as a professional coach so that you can work with and benefit from coaching another Headteacher as part of our collaborative approach to school improvement. Your wider professional development is very important to us. Our innovative approach to training and development and the networking of our staff, mobilising all talent will enable you to benefit personally and professionally and help you build the next stage of your career. More information about our trust is available on our website at: <http://www.communityacademiestrust.org>

Good luck with your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Philip Hamilton'.

Philip Hamilton OBE
Chief Executive Officer

Letter from Edward May Executive Director (Education) and Founding Trustee



Dear Applicant

We very much appreciate your interest in the position of Headteacher at Budbrooke Primary School, which represents a wonderful and unique opportunity to lead and further develop a popular and successful primary school and proud member of our trust.

Each and every member of Community Academies Trust shares our commitment to ensure that local communities benefit from exceptional schools. Our values are underpinned by a core set of principles that shape and define the way we work with the children in our care and the communities we serve. We passionately believe in three main types of achievement:

Academic; where children are challenged to achieve more than they ever thought possible,

Social; where excellent relationships for learning form the basis of all types of achievement, and

Personal; where all of the children in our care can achieve something they can be proud of every day, in addition to their academic achievement.

Budbrooke Primary School is well supported by a diverse and vibrant community at all levels. In addition to delivering a high quality education for our children, our school is also 'outward looking' and a hub of the community it serves. Excellent daily curriculum opportunities are strengthened by our proximity to many historical and cultural sites and a wide range of extra-curricular sessions clubs and activities adds further to our offer. We also foster strong links with the wider education community, working closely with our pre-school settings, local authority schools and our Community Academies Trust schools through our innovative hub arrangements, bringing a wide range of significant expertise to support the schools' further development.

Our school has a bright future and plans for Budbrookes continued growth and development are ambitious. Our intention is to be an outstanding local community primary school by continuing to enhance our existing practice and stimulating learning environment where all of our children, whatever their background or ability, will thrive and make exceptional progress because of the marvellous opportunities we offer them.

Our school is characterised by its well motivated and well behaved children, who enthusiastically engage in our innovative curriculum and the enrichment opportunities we offer them. Their excellent attendance, support and loyalty to their school are second to none and we are extremely proud of them and all they have achieved.

Our staff at every level have been at the forefront of our growth as a successful primary school leading to OFSTED confirming that Budbrooke is a 'good school'. They have embraced new developments and our curriculum initiatives with relish. Our staff develop excellent relationships with each other, the children and the parents and are highly motivated, talented and ambitious for the children they teach. They have readily risen to the challenge of growing a primary school, engaging in our trust's professional leadership development programme with enthusiasm and have developed as a highly skilled workforce.

Our trust values innovation and the sharing of great practice which has led to many exciting developments being introduced by colleagues and by the trust. We have recently introduced 'Expert Groups' and 'Professional Networks'. Our Expert Groups focus on the latest cutting edge practice and innovation, and our Professional Networks enable peer support and sharing of best practice, all for the benefit of our staff and ultimately those they teach. We are also proud that all of our Headteachers have developed as trained coaches through our successful mentoring, coaching and professional development programme.

As the new Headteacher of a Community Academies Trust school, you will experience high levels of support and expertise from your Community Academies Trust colleagues who lead a diverse range of schools in communities close by, which are similar and very different to your own. We work closely together, meeting often to share excellent practice and solve barriers to high achievement. Apart from benefiting from our own supportive working arrangements, you will also join the cluster of local authority schools within the immediate locality. We promote and support close working relationships with all schools, sharing great teaching and learning and influencing and promoting best practice across the county and beyond.

Our Headteachers are empowered and trusted to lead their schools, free to make decisions and choices which are congruent with our strong ethos. These freedoms are highly valued and allow our Headteachers and their schools to develop a strong identity in sympathy with the unique communities in which they work. Community Academies Trust Headteachers by excellent central support arrangements for finance, human resources and estate management.

I very much hope that you are encouraged to apply for the post of Headteacher at Budbrooke Primary School and look forward to meeting you soon.

Yours sincerely

A handwritten signature in black ink that reads "Edward May". The signature is written in a cursive style with a large, circular flourish at the end.

Edward May
Executive Director (Education) and Founding Trustee

Letter from Liz Appleyard Chair of Governors



Dear Applicant

Thank you very much for taking the time to read this pack, and your interest in applying to be headteacher at Budbrooke Primary School.

Budbrooke is a thriving school in the heart of Hampton Magna village, and everyone involved with the school, whether as a pupil, member of staff, governor, parent or a member of the local community, is proud to be associated with it.

In September 2017 our school was rated by OFSTED as 'good'; a rating which we were delighted to have achieved. However, we are not content with that, and we are looking for our new Headteacher to have the vision to take us along the path to become outstanding.

Budbrooke is a fantastic school to be a Headteacher of with the children treating each other with respect and kindness, embodying the schools 'one word school rule' - 'consideration' and striving to always do their best following our motto 'forward together, together we succeed'.

There are currently 209 friendly, hardworking children from the ages of 4 to 11 in our school but, with a large new housing development currently in progress within the village, there is the potential for expansion.

The children and their parents are very loyal to the school and all who work in it, and we are fortunate to have an active PTA who support the school to provide an environment that encourages children to reach their full potential.

The Governing Body is passionate in its support of the school and is made up of parents, academy staff and the community at large. All members bring their various skills, talents and interests to the meetings in order to create a group of people who are dedicated to providing the best possible education and experience for all our pupils. While academic achievement is ever the goal by which we are measured; we all believe that no matter how great the pressure is to achieve, we must never lose sight of the individual. Each and every child in our care has skills and talents ready to be encouraged, developed and nurtured.

Governors are approachable and supportive of the Headteacher and staff, whilst also maintaining a welcome challenge, ensuring the school is being innovative and moving progressively forward.

Our school joined the Community Academies Trust in February 2017. We are strongly supported in our work by the trust through their finance, HR and estate teams, and we also benefit from regular training, joint working in hubs and frequent and valued professional support for the Headteacher and their work.

We are seeking to appoint an inspirational educator and leader, who shares our ethos and values, to take on the role of Headteacher at our school. As well as warmth and compassion, our new Headteacher will need to be resilient and demonstrate a desire to make a difference and impact on the lives of all the children.

We hope you would like to see our school for yourself and would welcome the opportunity to show you around and meet with some of our staff and pupils.

Yours sincerely

A handwritten signature in black ink, which appears to read 'Liz Appleyard'. The signature is written in a cursive, flowing style.

Liz Appleyard
Chair of Governors

***“Education is for improving lives and for leaving
your community and world better than you found it”***

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our schools.



Our Young People

We value three main types of achievement for our young people, and the vision for our schools is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy (learn what to do when they don't know what to do) so that they gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition—ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our schools planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school's community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our School

‘Budbrooke is full of happy, enthusiastic children who have a passion for learning’

Budbrooke Primary School is a thriving primary school of 209 pupils taught in single and mixed aged classes. The school is situated in the village of Hampton Magna which gives it a friendly, community feel. We receive children from a number of preschool settings in the village and from further afield.

The school has a team of talented and dedicated teaching and support staff who are committed to providing our pupils with the skills, knowledge and enthusiasm to learn. The school is well supported by our friendly office staff and hard-working midday supervisors and wrap-around Kid's Club staff.



As a school we strongly encourage our children to demonstrate our school values and reinforce the teaching of these through our school ethos, assemblies and our PSHE curriculum. We are passionate about supporting our children in developing a positive Growth Mindset and are proud to see those seeking challenges. We encourage good manners from all children and use ‘Stop it please’ as a mechanism for children supporting each other with their behaviour choices.



The school is set in extensive grounds with two fields, one being significantly larger than the other, four playgrounds, outdoor seating areas and other areas suitable for outdoor learning to enhance our curriculum. The school accommodation is split over two buildings, one houses the early years Reception learning environment which includes a separate hall, a community room and an outdoor learning space.

The main school building consists of classrooms, smaller group rooms, a science lab, a research library, a computing suite, fiction library and a music/art room.

Pupils have many opportunities within school to develop their own leadership qualities. We have a School council, House leaders, an Eco committee, librarians and play leaders. Pupils also have the opportunity to attend afterschool clubs run by sporting coaches which are well attended.

Our school follows the National Curriculum, enriching learning and increasing enjoyment through special theme days and weeks. Recently we have had a Science week with a ‘Space’ focus and a Shakespeare Day and have enjoyed workshops led by a local author.

We use successful initiatives to develop our curriculum such as Mathematics Mastery, Deepening Understanding, Cornerstones Maestro, Charanga and Language Angels. These have had a positive impact on school standards and demonstrate our colleagues desire to innovate and lead practice.



Job Description

Primary Headteacher - Budbrooke Primary School Group Size 2 ISR, Trust Leadership Scale L15 £59,581 – L21 £69,030

Depending on experience plus Teachers' Pension

Additional 2 further Leadership Spine Points in recognition of your role as a CAT Professional Peer Coach

Purpose:

To lead the school so that it provides excellent schooling for the families who live in the community it serves. To be an advocate for the children and the wider Budbrooke community. To contribute to the trust wide approach to school improvement as a peer coach.

Responsible to:

The children, parents and wider local community, the School Standards Committee, the Community Academies Trust trustees.

Responsible for:

- Overall responsibility for establishing, leading, developing and growing Budbrooke Primary School
- Working with Community Academies Trust trustees, senior leadership team and the School Standards Committee to build a firm ethos that will ensure success
- Ensuring full adherence to all current statutory requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children.

Leadership

The Headteacher will:

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own knowledge, expertise and skills, and that of those around them
- Be highly visible and approachable to all members of the community
- Demonstrate those leadership behaviours which positively impact relationships and attitudes towards pupils, staff, parents, governors and members of the community
- Hold and articulate clear values and moral purpose
- Champion the relationship with children, parents and the wider local community, the School Standards Committee and the Community Academies Trust trustees
- Be an active and collaborative leader within the local Community Academies Trust hub of schools
- Develop, inspire, and lead a highly effective team with enthusiasm and a continuous drive towards excellence
- Identify and nurture talent to enable effective leadership development and succession planning
- Maximise the contribution of staff and ensure effective working relationships are in place throughout the school
- Implement and sustain effective systems for management of staff performance, incorporating appraisal systems and targets for all staff, ensuring those for classroom staff relate to pupil achievement
- Develop successful links with local schools and academies and consider other opportunities to ensure the school's reputation for excellence and best practice
- Act as a peer coach for Headteacher colleagues from other Community Academies Trust schools.

Strategic Direction

Drawing on experience and best practice the Headteacher will work with our trust, the governing body and senior leaders to build a strong strategic direction and focussed and aspirational learning plan which:

- Identifies priorities and targets that support high standards enabling pupils to make progress and maximise achievement
- Supports continuous improvement in the school environment and teachers' effectiveness and secures continuing school improvement
- Ensures the management, finances, organisation and administration of the school and supports its vision and aims
- Is underpinned by sound financial planning
- Contributes positively to school collaboration
- Encourages all those involved in the school to be committed to its aims, to be motivated to achieve them and involved in establishing the short, medium and long term objectives and targets which will secure educational success
- Stipulates that policies and practices take account of national, local and school guidelines and reflect best practice
- Monitors, evaluates and reviews the effectiveness of the school's policies, priorities and targets



Learning and Teaching

The Headteacher will:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning
- Work with others to develop a rich curriculum that engages all children and sustains effective teaching and learning throughout the school
- Routinely assess, monitor and evaluate in order to identify effective teaching and ensure it is evidenced across the full curriculum with a comprehensive programme of monitoring, evaluation and continuous assessment in place
- Will spend time in classrooms to model good practice
- Monitor and evaluate the standards of learning and achievement of all pupils across the school, in order to set challenging and realistic targets for achievement
- Use benchmarks and evidence based best practice to set targets for service delivery and improvement
- Develop and maintain effective links with wider education institutions and the local community, to extend and enhance the curriculum with economic, social, moral, and cultural experiences
- Establish effective partnerships with parents and carers that support and encourage pupil achievement, personal development and the closing of attainment gaps in specific groups
- Recruit staff of the highest quality, complying at all times with best and safer recruitment practices
- Create an effective staff structure to facilitate the development of high quality education
- Set appropriate parameters for expenditure and the allocation of funds in order to safeguard effective administration and control in line with the Academies Financial Handbook to meet the short, medium and long term plans of the school
- Set and review budgets that maximise pupils' potential for learning and achievement
- Organise the school environment efficiently and effectively to ensure the needs of the curriculum and statutory requirements are met at all times
- Analyse data in order to formulate education objectives, benchmarking the school's performance
- Provide information, objective advice and support to the multi academy trust and governing body to ensure it effectively meets its responsibilities for securing excellence in teaching and learning and the highest standards of achievement, efficiency and value for money
- Guarantee the compilation, maintenance and auditing of accurate and up-to-date records to satisfy legal, operational and strategic governance requirements including those relating to safeguarding
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Make certain that pupils and parents/carers are well informed about the curriculum, attainment and progress and also the contribution they make to the school's achievements.



Person Specification

Key Competencies		Essential (E)	Application (A)
Qualifications, Experience and Personal Qualities		Desirable (D)	Interview Process (I)
Qualifications and training			
1	Honours degree or equivalent	E	A
2	Qualified Teacher Status	E	A
3	Relevant higher degree or equivalent	D	A
4	Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning	E	A
5	A relevant qualification in coaching	D	A
Shaping the future			
1	Substantial, successful teaching experience	E	A/I
2	Successful recent strategic leadership experience likely to have been gained as a Senior Leader of an 'outstanding' primary school	D	A/I
3	Successful experience of raising standards for all with measurable outcomes	E	A/I
4	Proven track record of managing successful school self-evaluation and accountability and the school improvement process	E	A/I
5	Proven track record in leading and managing staff including building and developing a successful team, delegating effectively and implementing and managing change	E	A/I
6	Has experience of creating staffing models which build the organisation, and encourage individual staff to grow and realise the potential for all pupils	E	A
7	Experience of working in collaboration and/or partnership with local and hub governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives	E	A/I
8	Proven track record of establishing effective communication mechanisms to enable the governing body to fulfil their statutory responsibilities at the highest level	E	A/I
9	Experience of effective leadership in aspects of collaborative work with parents and families	E	A/I
10	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues	E	A/I
11	Successful experience of effective strategic financial and resource management including setting priorities for expenditure, allocating funds and controlling costs	E	A
12	Proven track record of financial management against an agreed strategic plan in which educational priorities are met and value for money is ensured	E	A/I
13	Evidence of highly developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues	E	A/I
14	In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures which promote emotional health and well-being	E	A
15	A commitment to and evidence of promoting diversity and equal opportunities within the school curriculum and employment practices	E	A
16	An understanding of the requirements and a willingness to provide for pupils with particular special educational needs and or disability	E	A/I
17	Good ICT skills	E	A
18	Experience of using coaching as a successful method in improving performance	E	A

Person Specification

Key Competencies		Essential (E)	Application (A)
Qualifications, Experience and Personal Qualities		Desirable (D)	Interview Process (I)
Leading teaching and learning			
1	A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice	E	A/I
2	Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies	E	A/I
3	Successful experience of positive behaviour management, through the implementation of student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	E	A/I
4	Experience of sustaining positive outcomes and improved life chances for all pupils	E	A
5	Successful experience of outstanding curriculum development	E	A/I
6	Successful involvement in staff recruitment, appointment, induction and retaining staff	D	A/I
7	Experience of delivering excellence through a broad and balanced curriculum within a primary setting	E	A/I
Personal Qualities			
1	Is passionate about creating a rich inclusive learning environment where every individual member of the school community is known and valued	E	A/I
2	Is committed to leading the development of a distinctive community school	E	A/I
3	Is able to demonstrate creative and innovative thinking with evidence of recent success	E	A/I
4	Has high expectations and personal integrity with the ability to promote and sustain the values culture and ethos of Community Academies Trust	E	I
5	Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing	E	I
6	Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectations	E	I
7	Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure	E	I
8	Is able to run the school efficiently and effectively on a day to day basis whilst maintaining a good work life balance for themselves and enabling this for all	E	A/I
9	Is an outstanding, reflective practitioner who demonstrates evidence of learning from experience	E	I
10	Has high expectations for pupils' learning and achievement through creating an aspirational culture	E	I
11	Values and has a willingness to participate in coaching as an approach to improving individuals performance	E	I



Application Process

You are very welcome to visit Budbrooke Primary School prior to submission of your application. Call the school office on 01926 492 045 to arrange an appointment to visit during the summer term.

Completed applications are to be submitted by email to:
recruitment@communityacademiestrust.org by no later than **12pm on 2nd September 2021**.

If you do not receive acknowledgement of an electronic application within 48 hours then please phone 01827 702 216.

Please complete the attached application form and a letter of application of not more than two sides of A4 that includes the following:

- Your vision for Budbrooke Primary School
- How you will lead to ensure your vision is achieved
- How your experience has prepared you for this role
- Anything else you feel relevant to your application.

Candidates shortlisted for interview will be asked to undertake a series of selection tasks and activities over two days.

The proposed dates for our interview process are **8th** and **9th September 2021**.

More information on the format and any preparation needed will follow after shortlisting.

It is our normal policy to take up two references for Headteacher appointments. In the case of applicants who are currently employed as a Headteacher we expect these to be from:

- The Local Authority or Academy Trust where you are currently employed
- Your Chair of Governors.

In the case of applicants who are not currently employed as a Headteacher, we expect referees to be:

- The Headteacher in your current or most recent school, or if you are not currently employed in a school, your current line manager
- Another referee who can attest to your professional skills, including leadership and management skills.



Community Academies Trust
Human Resources
Dimbleby House, Stoneydelph Primary School, Crowden Road, Tamworth, B77 4LS
Tel: 01827 702 216

Community Academies Trust supports Equal Opportunities Employment.
Community Academies Trust Company Registration No. 0747273-6