



**Sir John Leman
High School
and Sixth Form**



Headteacher Candidate Pack



Location: Beccles, Suffolk

Start date: September 2024



An introduction to Sir John Lemman High School

Sir John Lemman High School is a highly successful and over-subscribed 11-18 mixed comprehensive High School and Sixth Form located in the picturesque Waveney Valley, at the Southern point of the Broads, 20 miles from Norwich and 12 miles from the Suffolk Heritage Coast.

Beccles has been a flourishing market town since Anglo-Saxon times, being one of the relatively few places in England recorded in the Domesday Book of 1086 as having a market. In the Middle Ages Beccles was the third town of Suffolk, behind Ipswich and Bury St Edmunds.

Our school has its origins in the early 17th Century. Sir John Lemman, former Lord Mayor of London and Prime Warden of the Fishmongers' Company, bequeathed a building to found the school named after him. Our alumni include Dorothy Crowfoot Hodgkin, the UK's first (and, as yet, only) female recipient of the Nobel Prize for Chemistry, and the actor Sir John Mills.

The school's journey is highlighted by our student attainment, progress, and other key statistics. However, there is much more to our story than 'headline measures'. We have a strong commitment to personal development for all members of our community, and value the role our Sixth Form students play in whole school events, such as our RaG week and 'Leman for Life' (a whole school 5K run in aid of Cancer research). The 'Forever Programme' combines Careers and PSHEE/RSE guidance with the goal of providing students with the knowledge and skills they need for their futures beyond Sir John Lemman.

Our Senior Leadership Team is experienced and well-established and committed to ongoing school improvement - we are never complacent. Staff turnover is low. Visitors and colleagues, including Ofsted, comment on the calm and purposeful atmosphere and the good relationships across the school community. We have a commitment to staff wellbeing and have a staff wellbeing group which can provide a conduit for suggestions from all colleagues.

Our internal and external CPD is based on whole school priorities: our appraisal process and departmental planning also reflect these. We embrace the responsibilities of training new teachers, through PGCE and SCITT programmes.

Students join our school from around 30 different primary schools across Suffolk (and into Norfolk). We have a well-established transition programme to reassure parents/carers and students and help us to understand our new students from the outset.

Our Houses are named after inspirational people, identified by our students: Attenborough, Boudicca, Crowfoot-Hodgkin, Hawking, and Peake. Rewards and the celebration of success in all aspects of school life involve house affiliations from years 7-13.

Extra-curricular activities are wide ranging and include strong music, performing arts and sporting provision. Our STEM club students recently attended the Norfolk Show with the John Innes Institute to talk about STEM activities in school.

We would welcome the opportunity to show visitors around our school, to meet our colleagues and students.





Letter from our CEO

Dear Colleague

Thank you for your interest in the role of Headteacher at Sir John Leman High School. We believe that this is a remarkable opportunity to lead a school with many strengths and enormous potential for further success.

I started as Chief Executive of Waveney Valley Academies in July this year. Sir John Leman was the founder school of the trust, which initially converted to be a single academy trust in 2011. The school was the venue for our recent trust-wide conference where we shared our new vision for the trust, guided by the values of Opportunity, Community and Excellence. We will also relaunch the trust under a new name in January 2024.

My hope is that you will be excited by the chance to be a key leader not just of a school but as part of a trust determined to make a real difference to young people in this part of the world. I am already enjoying working with my new colleagues and the trust board as we develop collaborative working and shape our priorities. I come to this role from leading a cluster of five schools in Cambridge for United Learning, where I was also Principal of Parkside, an outstanding secondary school with very high rates of progress. I have recently been joined by Kate Coates as Director of Education – Kate has been a schools adviser, headteacher and executive headteacher in several schools, predominantly in the primary sector. Together, we are committed to offering the new Headteacher of Sir John Leman exceptional support.

Sir John Leman has a history of being a very strong school respected in its community and further afield. Visiting the school is invariably a pleasure, where one meets polite and well behaved young people and engaged and expert staff. School leaders are knowledgeable, hardworking, skilful and invested in the school. We are all proud of the school and many of its strengths were highlighted in the Ofsted report published in 2022, confirming it as a Good school.

We believe that the school can go onto greater things and become a real beacon for our trust and for learning and achievement in Suffolk. We are interested in speaking with candidates who are serious about the potential of the school to be amongst the best in the region and all that this would mean for the young people in terms of experiences, pastoral care, high quality teaching and outcomes. Your ambition for the school and the ability to provide clear leadership that secures improvement is more important than your particular career path to this point. You will though be a senior leader in schools with real credibility and a track record of success. Whilst this appointment would suit an experienced headteacher, we also feel confident that we could support a suitably talented new headteacher to be successful too.

Outcomes are essential to life chances and the options available to our young people and we want to meet people at interview who can strengthen the academic ethos of the school and excellence in teaching. In particular, the 6th Form is a provision we want to grow and for more school students to stay on for the full seven years. We want it to be a source of pride for the whole school community. At GCSE, outcomes in English this year show the potential of the students and a level of achievement we want other subjects to meet.

The scope to make an impact in this role is fabulous. I hope that this opportunity excites you. I am excited to find a superb leader to take Sir John Leman High School and 6th Form into its next phase. I hope that you will consider applying. I would be delighted to speak with you in more detail ahead of your application.

Yours sincerely

Craig Morrison
Chief Executive





Trust model for school improvement

Within the trust we have a trust model for school improvement that offers support, challenge, and accountability to all of our academies. We have four key pillars to our new approach:



Foundations and minimum expectations

No trust can meaningfully make progress without a core of practices all academies and leaders can commit to. We work with Headteachers to set the foundations, beginning with minimum expectations for high quality teaching and learning (based upon Rosenshine's Principles) and an ambitious curriculum, leading to improved outcomes for children and young people.

An annual cycle of stakeholder surveys (Edurio) tests whether we are meeting the needs of young people, parents and our staff and inform our plans.



Cycle of continuous improvement

Each term there is a cycle of review and support. The trust ensures that review activity is purposeful, effective and focused on each academy's key needs. Reviews inform a bespoke agenda for further school improvement activity. We find meaningful ways to include leaders at all levels in review activity, including the School Committee, the trust's layer of local governance.



Working in Partnership

In order to grow in future, the trust needs to work with partners whilst its own team develops. We work with three types of trust partners:

National/system MATs – to draw on significant capacity and learn from best practice in the wider system, e.g. United Learning

Local MAT partners – to collaborate on trust reviews and mutually beneficial projects

Specialist MATs – to offer expertise in specific areas of school improvement



Capacity and leadership development

We seek the best talent within the trust and share the best practice we have across academies. We are also shaping a central team over time.

Sustainable improvement is crucial and we will therefore focus upon leadership development activity, including the new NPQs.

Senior trust leaders are regular visitors to schools.



Trust Leadership Charter

Aims

We expect all leaders within the trust to be dedicated to **serving our school communities**, by securing success for all. This is especially true of headteachers. We must **make sure that all young people thrive** and are happy in their time at school, at every age and stage. To meet these ambitions, all leaders need to remain clear on what is important and act with **wisdom and compassion** for the benefit of the school community. A strong ethos in our schools means putting our values into action, holding to them and being held to them. We have a crucial responsibility to our students first and foremost; all leaders are expected to hold to the common responsibilities outlined in this charter in order to serve them well.

Principles

At Waveney Valley Academies, we will be guided by the principles of leadership in public life, the Nolan Principles:	
Selflessness	Leaders will act solely in the interest of children and young people.
Integrity	Leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflicts of interest.
Objectivity	Leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of our young people.
Accountability	Leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
Openness	Leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
Honesty	Leaders should be truthful.
Leadership	Leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those paid to lead schools and those who volunteer to govern them.

Behaviours

In line with our guiding values, we will demonstrate our leadership through the following essential characteristics or virtues:	
Trust	Leaders are trustworthy and reliable: we hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
Wisdom	Leaders use experience, knowledge and insight: we demonstrate moderation and self-awareness. We act calmly and rationally. We serve our school with propriety and good sense.
Kindness	Leaders demonstrate respect, generosity of spirit, understanding and good temper: we give difficult messages humanely where conflict is unavoidable.
Justice	Leaders are fair and work for the good of all children: we seek to enable all young people to lead useful, happy and fulfilling lives.
Service	Leaders are conscientious and dutiful: we demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
Courage	Leaders work courageously in the best interests of young people: we protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
Optimism	Leaders are positive and encouraging: despite difficulties and pressures, we are developing excellent education to change the world for the better.




Trust Vision and Values

Our values drive what we do; they explain what is important to us.
Our vision captures our ambitions for the future and what we are all working towards.

Our core values We believe in:	Our vision
Opportunity	We are ambitious for every child in our trust schools and we are dedicated to success for all. The decisions we make as a trust and the way we work is built upon what is right for the young people in our care.
Community	Each school will be a distinctive community that builds confidence in young people. Pupils will grow as individuals, work together and develop an understanding of the world around them.
Excellence	Every child will thrive in a strong school. Expert teachers, supported by strong leaders, bring to life a curriculum that gives pupils the knowledge and skills to succeed.



**Sir John Leman
High School
and Sixth Form**


Waveney Valley
Academies Trust

Our Schools


Waveney Valley
Academies Trust

Waveney Valley Academies Trust
Prospect House, Loddon Business Park
Little Money Road
Loddon, Norfolk, NR14 6JD

 **Sir John Leman
High School
and Sixth Form** 

Sir John Leman High School
and Sixth Form
Ringsfield Road, Beccles
Suffolk, NR34 9PG

**Roman Hill
Primary School**

Roman Hill Primary School
Avondale Road
Lowestoft, Suffolk, NR32 2NX


**Stowmarket
High School**
THE FUTURE - OUR BUSINESS

Stowmarket High School
Onehouse Road
Stowmarket, Suffolk, IP14 1QR


**Alde Valley
Academy**

Alde Valley Academy
Seaward Avenue
Leiston, Suffolk, IP16 4BG



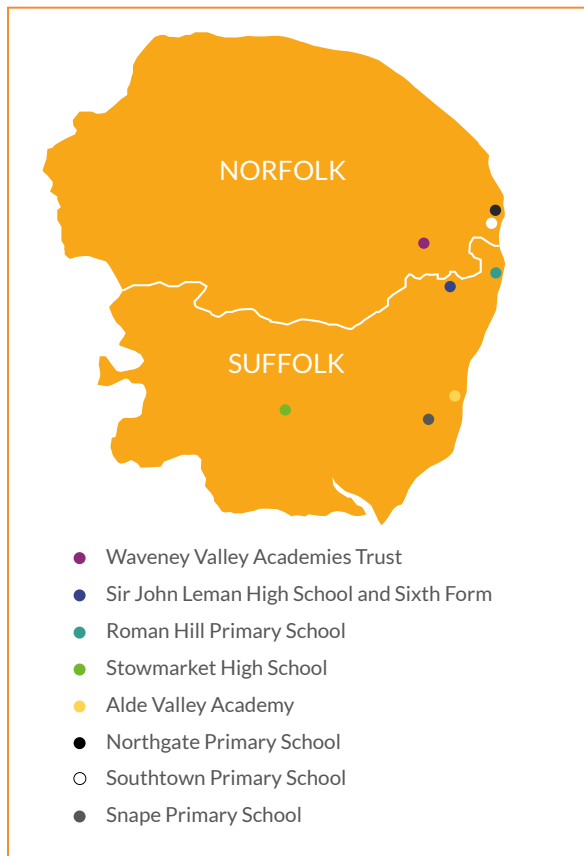
Northgate Primary School
Northgate Street
Great Yarmouth
Norfolk, NR30 1BP



Southtown Primary School
Tamworth Lane
Southtown, Great Yarmouth
Norfolk, NR31 0HJ



Snape Primary School
Church Road
Snape, Suffolk, IP17 1QG





Job Description

Core Purpose

The Headteacher will lead and inspire excellence throughout the school. They will work with all staff to ensure success for all pupils at every stage of their education and provide them with the skills and confidence in their future life and work.

As a senior leader within the trust, the Headteacher, together with the Local Governing Body (LGB), will be responsible for establishing and implementing the vision and direction for all pupils throughout the school. In leading the school, the Headteacher will ensure that the trust's ethos and values are deeply embedded and visible, securing the best opportunities and being ambitious for both staff and pupils.

Key Areas Of Responsibilities

Educational Leadership and Management

- Ensuring excellent academic outcomes in all key stages;
- Developing outstanding teaching and learning for all pupils;
- Embedding an aspirational and innovative culture of learning;

Job title:	Headteacher
Salary:	L34 - L39
Location:	Suffolk
Reports to:	CEO

- Implementing a rigorous system of monitoring to evaluate the work of the school;
- Securing and maintaining high standards across the whole school;
- Embedding a fulfilling and enriching curriculum for all children;
- Setting and achieving aspirational targets for all pupils that ensure rapid progress in line with performance as an outstanding school;
- Developing knowledge of outstanding educational practice within the staff;
- Ensuring the welfare and safety of all pupils from all groups, including their safeguarding.

Strategic Leadership and Management

- Defining and delivering the vision and objectives of the school and the School Strategic Plan as agreed with the LGB and trust leaders;
- Leading the school in partnership with the LGB and trust senior leaders;
- Developing and implementing a robust strategic plan that directs rapid school improvement against agreed milestones;
- Developing and maintaining the values of the trust within the school;



Job Description Continued

People Leadership and Management

- Leading on all staffing issues, including the appointment and development of staff;
- Ensuring a culture of working together to achieve high standards throughout the school;
- Promoting staff well-being as expressed in our Staff and Leadership Charters
- Acting on feedback to improve the culture and practices of the school, especially through the response to our annual surveys;
- Managing performance and ensuring that staff receive appropriate support in order to achieve excellence;
- Leading reflective practice and inspirational professional development that enables all members of staff to flourish;
- Promoting equality and fairness for all staff;
- Taking responsibility for one's own professional development as the Headteacher.

Financial and Business Management

- Working closely with the trust to ensure budgets are set and managed within guidelines agreed with the trust;
- Monitoring actual spending against budget;
- Monitoring and evaluating the impact of funding to support the progress and achievement of priority groups including those with special educational needs and/or disabilities, or those eligible for pupil premium funding;

- Implementing key trust policies and strategies (e.g. in relation to Compliance, Finance, HR and Technology);
- Ensuring that efficient administrative systems are implemented and managed;
- Managing and utilising the site and facilities to their full value to the school, the trust and the community;
- Ensuring that health and safety and safeguarding policies are fully implemented and managed.

Links with Community and Business

- Developing strong and effective partnerships with parents;
- Developing a thriving sense of school community to include present and past pupils and parents;
- Creating proactive, entrepreneurial and effective links with the wider community;
- Making a strategic contribution to the development of the trust;
- Developing strong and effective partnerships with local partner schools, colleges and universities;
- Ensuring that the school contributes to trust initiatives



Person Specification

	Criteria	Essential	Desirable
Education & Training	Right to work in the UK	•	
	Degree educated	•	
	Qualified teacher status	•	
	Relevant, up to date and recent continuing professional development	•	
	National professional qualification(s)		•
Experience	Significant relevant and successful experience across the secondary age range	•	
	Effective management and leadership of whole school initiatives	•	
	Evidence of achieving the highest standards of attainment and progress	•	
	Experience of initiating, shaping and leading change, through the successful implementation of strategies to improve aspects of educational provision	•	
	Evidence of promoting collaborative working across a network of schools, such as a MAT setting, developing strong partnerships with colleagues and furthering the organisation's development		•
	Effective management of change	•	
	Effective line management of school staff	•	
	Confidence of taking full responsibility for an emerging situation	•	
	Experience of working effectively with governors		•
	Experience of working effectively in other school settings / phases		•
Knowledge, Aptitudes and Abilities	Experience of working successfully across a range of key stages within the school	•	
	Chairing and leading formal meetings		•
	Line managing senior leaders		•
	Excellent knowledge of National Curriculum and on-going educational developments	•	
	Ability to drive forward the agenda of high standards across the school	•	
	Overcoming barriers to learning for pupils	•	
	Knowledge and understanding of current curriculum developments and their implications, including awareness of all statutory requirements.	•	
	Excellent strategies for discipline	•	
	Ability to promote positive behaviour for learning and ensure that effective programmes for student behaviour, guidance, support and welfare are in place	•	
	An outstanding classroom practitioner with awareness of effective teaching methods and how to drive improvements in teaching and learning	•	



Person Specification

Criteria		Essential	Desirable
Knowledge, Aptitudes and Abilities <i>Continued</i>	Ability to think and act strategically	•	
	Ensure all operational matters and day to day issues are dealt with efficiently	•	
	Excellent literacy skills	•	
	Ability to work on the production and analysis of statistical evidence to discern trends and monitor standards pertinent to specific responsibilities	•	
	Ability to work flexibly and adapt to the changing needs of the school	•	
	Evidence of outstanding curriculum implementation	•	
	A strong commitment to raising standards of attainment with a knowledge of appropriate strategies	•	
	Flexible in approach and willing to learn and develop new skills	•	
	Ability to lead by example and be an exemplary, professional role model for all staff	•	
	Detailed understanding of staff wellbeing priorities and how to translate this to on the ground practice	•	
	A commitment to equal opportunities throughout the school	•	
	Sound knowledge of all school policies, including HR and staffing policies	•	
Beliefs, Attitudes and Personal Qualities	The ambition, drive and determination to develop the school	•	
	Exceptional leadership skills, including the capacity to motivate, inspire and develop effective teams across the school	•	
	An unwavering commitment to upholding the highest standards of professionalism, and the dedication, resilience and adaptivity to navigate the challenges of the role	•	
	The intellect, energy and imagination to create a climate of innovation that is at the forefront of educational practice	•	
	The ability to remain calm and methodical under pressure, prioritising effectively and consistently making informed decisions	•	
	Commitment to promoting pedagogical awareness and the use of evidence-based research to raise educational standards	•	
	An excellent communicator, capable of inspiring and engaging all stakeholder groups including students, parents/carers, staff, governors and the wider community	•	
	The capacity to be critically reflective and evaluative in order to accurately identify strengths and priorities for development	•	
	Highly competent presentation, public speaking and written communication skills	•	
	Commitment to providing a safe and positive environment for all learners, in which safeguarding is prioritised at all levels	•	
	The desire to embrace, uphold and promote the core purpose, commitment and values of the trust	•	



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How to apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at Academicis, Will Bridge:

wbridge@academicis.co.uk or 01223 907979 / 07825 346535

To apply please use the link below

www.mynewterm.com

Closing date: 5th December 2023

Shortlisting date: 7th December 2023

Interviews: 12th and 13th December 2023



Waveney Valley Academies Trust
Prospect House, Loddon Business Park
Little Money Road, Loddon
Norfolk NR14 6JD