



Headteacher

Candidate Pack

Location: Staffordshire

Start Date: September 2024



/ Welcome letter from our CEO

Dear Applicant,

Thank you for expressing your interest in the post of Headteacher.

Windsor Academy Trust (WAT) is an inspiring and exciting place to work. We are a leading multi-academy trust with 15 excellent primary and secondary schools. We are a team of 1,300 passionate, dedicated and innovative staff who every day make a difference for 9,000 children through our unwavering focus on unlocking our children's academic and personal potential.

We want our young people to become all and more than they ever thought they could be and we are inspired by the transformative role our talented staff team plays in shaping our children's lives and futures.

We have an exciting strategy that builds on our hugely successful first decade and powers us into the next. Our 'five big moves' drive academy transformation boosted by digitally enriched learning, building staff talent, transforming communities, ensuring we are sustainable and an environmental force for good and reach beyond our own schools to shape and influence the school trust system. Windsor Academy Trust is a strong trust highly regarded regionally and nationally. We are proud to be the 'environmental trust of the year'.

We are exceptionally proud of Windsor Academy Trust's reputation as a great employer and being a case study in a book on multi-academy trusts written by Sir David Carter, the previous national schools commissioner, in a chapter titled: 'why should anyone work for you'. We are also very proud of the track record we have for staff professional development across the region and have recently been announced as an Associate College for the National Institute of Teaching.

There is an excellent culture of collaboration and unity of purpose across the family. This is something we cherish and nurture and is a strong feature of our day to day work and a constant focus for us all. We support all of our staff to help them grow and develop their knowledge and skills, alongside offering a wide range of benefits and an outstanding working environment. There is a substantial professional learning offer for both teaching and professional services staff.

As we advance to the next stage of our family's growth and development we are seeking to appoint a Headteacher for Cheslyn Hay Academy.

Cheslyn Hay Academy is a high-performing and successful mixed 11-18 comprehensive academy of 1,300 students including a thriving and growing sixth form. With the strength of the forward thinking and progressive Windsor Academy Trust behind us, we work to ensure all students and staff can have high expectation and high achievement in all that they do, as shown in our recent 'Good' Ofsted judgement. We are oversubscribed and value our strong community reputation and links.

This is a fantastic opportunity for a highly motivated, dynamic and ambitious individual with substantial experience. Applications are particularly welcome from existing headteachers and aspirational deputy headteachers with the required skills and experience to lead the school. In addition to leading and developing your senior team at Cheslyn Hay, you will be working in a close knit team across our family of schools.

If you believe you have the passion, expertise, and vision to join us on this journey, I invite you to be part of our story, our legacy, and our future. Together, let's shape the future.



Yours sincerely

Dawn Haywood
Chief Executive Officer



What makes WAT WAT?

The Windsor Academy Trust family

Windsor Academy Trust (WAT) is a family of schools committed to unlocking students' academic and personal potential.

We put children at the centre of everything we do, delivering excellent education to 9,000 students aged two to 18 driven by 1,300 committed, inspiring and talented staff.

Established in 2011 with Windsor High School and Sixth Form, our family has grown to fifteen successful schools. We currently have seven primary and eight secondary schools all located within one hour of each other. Our family reach will be expanding with further plans for growth.

The graphic below illustrates 'What Makes WAT WAT'. It outlines our aims, values and the five big moves that enable us to unlock academic and personal potential.

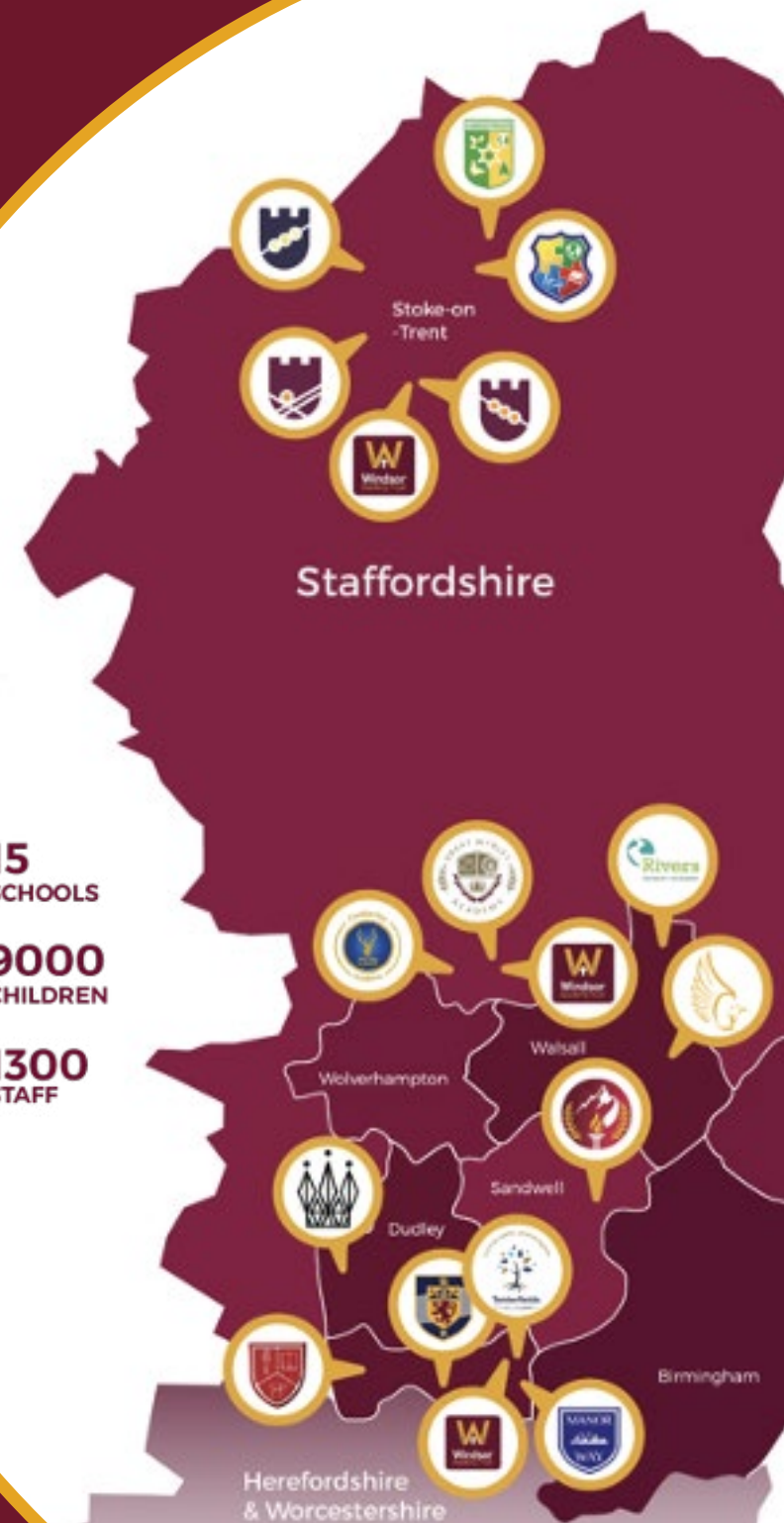
Our values are at the heart of everything we do, and a way of working that inspires us to achieve our aims. Our five big moves are the turbo boosters that focus our efforts and drive us to succeed. Collectively, this provides a clear vision and shared understanding that is displayed across the WAT family every day.



 **15 SCHOOLS**

 **9000 CHILDREN**

 **1300 STAFF**



Why we exist:

A shared moral purpose

We exist for one shared moral purpose to unlock academic and personal potential.

We want our students to aspire and to become all and more than they ever thought they could be. Students who know who they are and the sort of person they want to be; students who have discovered their passions; students who have high hopes and dreams for their futures and a clear sense of purpose; students who want to make a difference in their communities and in the world and therefore students who understand the importance and value of education as a powerful driver for the greater good.

The WAT Aspire Mountain, developed for our students, depicts a student at the summit of the Aspire Mountain where their academic and personal potential has been unlocked.

WAT equips students with the compass, empowering them to navigate their way to their summit. The four points of the compass are: knowledge, skills, values and attitudes. WAT puts the compass in the student's one hand and the world in the other.

What we do

We develop high-performing schools that raise aspirations, inspire learning, build character and cultural capital, power social mobility and enable all students to thrive and make a difference in their communities and the world.



How we do things: WAT Values

Everything we do is underpinned by five values:

Pride in Excellence:
We have high expectations and work hard.

Respect:
We behave with integrity and honesty and foster equality.

Responsibility:
We all take personal and collective responsibility.

Collaboration:
We purposefully collaborate for the benefit of all.

Bold/innovative:
We are future thinking and shape the future.

How we succeed: WAT Approach

Alongside our values we have five components of the WAT Approach to accomplishing success that are embedded in our Powering into the Second Decade Strategy.

- Alignment through collaboration – The 'WAT Way' sets out our codified approaches. These codified approaches are developed collaboratively and are grounded in research and informed by impactful practice
- Inspire and develop people – We inspire and develop people and continuously strive for excellence
- Grounded in research – We are consumers and generators of research and our approaches are informed by research
- Keep things simple and communicate clearly – We ensure our message is understood and over communicated
- Civic and system leadership – We collaborate, support others and make a real difference in our communities and to the education system expectations and work hard

WAT Strategy: Our 'Five Big Moves'

We have identified five big moves we will make through our Powering into the Second Decade Strategy.



01 / Big Move One

Develop high performing schools where every student unlocks their academic and personal potential



02 / Big Move Two

Build staff talent by developing inspiring, research informed staff



03 / Big Move Three

Drive education for the greater public good to create social value and deliver civic impact



04 / Big Move Four

Instil an ethos and ability to care for the natural environment now and in the future, to become carbon neutral and one of the most sustainable school trusts in the country



05 / Big Move Five

Expand the WAT family reach through support for other schools and trusts and through sustainable growth

Benefits of Working for WAT

CYCLE TO WORK SCHEME – For those who do not live too far from work, cycling instead of driving or taking public transport could be a good option to save on travel costs. Our cycle to work scheme helps WAT employees to purchase a brand new bike and spread the cost over 12-18 months. To find out more, visit The UK's Most Popular Cycle to Work Benefit – Cyclescheme.

PENSIONS – As a staff member you have access to the Local Government Pension Scheme and Teachers' Pension Scheme – both generous schemes with the employer contributing up to 20% plus. This also provides a death in service benefit of 3 times your salary.

REDUCED CHILDCARE COSTS – For working parents, childcare costs can be a significant financial burden. However, there are some solutions available to staff that may help ease short-term financial pressures around childcare. You may be eligible for the Government's tax-free childcare scheme. Find out more by visiting Tax-Free childcare at gov.uk. Should you need them, flexible working and paid time off for caring responsibilities policies are available upon request. Visit the Policies and Procedures section on the WAT website for full details.

LOCAL CREDIT UNION – WAT is now a partner employer with Castle & Crystal Credit Union based in Dudley. They are a not-for-profit financial co-operative who provide affordable loans and secure savings for all who live or work in the West Midlands. Loans repayments can be made directly from your salary.

FREE FLU VACCINATIONS AND EYE TESTS – For a number of years, WAT has provided free flu vaccination vouchers so that you can protect yourself over the winter months. We also provide free eye tests for display screen equipment users, which applies to the majority of our employees.

PAY PROGRESSION AND CAREER PATHWAYS – As well as any nationally agreed pay award (a salary increase linked to inflation), our employees have access to pay progression according to their grade.

We offer a number of career pathways from teaching and other classroom based roles to administration and IT. If you're interested in progressing on your career journey or taking a new career pathway, you should discuss this further with your line manager at your annual appraisal.

EMPLOYEE ASSISTANCE PROGRAMME – WAT has signed up to an Employee Assistance Programme with the Education Support Partnership which provides a support line to access a range of practical and emotional help 24/7, including counselling sessions, financial, legal and practical support from qualified professionals on a range of personal issues as well as access to online health and wellbeing resources and a specialist information service. Please call 08000 856 148.

FOOD AND LEISURE DISCOUNTS – WAT has signed up to access Vivup - the leading wellbeing and benefits provider to the public sector - meaning our employees can benefit from lifestyle savings on films, leisure activities, dining out, family essentials and many more popular categories. This will be launched early in the new year.

CONTINUAL PROFESSIONAL LEARNING (CPL) WAT has developed exceptional teachers, leaders and professional services staff in schools for over a decade. We have an excellent reputation for delivering outstanding and innovative professional development for teachers, leaders and professional services staff at all levels, across the Midlands and beyond. Our professional development offer ranges from Initial Teacher Education, to the Early Career Framework as well as leadership development programmes such as National Professional Qualifications (NPQs) as well as networking groups for a number of roles.

Leading Academy Trusts: Case Study

People are our most precious resource. We are proud of how we support, develop and retain the best staff to enable our children to unlock their academic and personal potential.

We strive to be an employer of choice and feature as a case study in Sir David Carter and Laura McNerney's book, *Leading Academy Trusts: Why some fail, but most don't*. You can read the case study on the right.

"We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic."

"A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel."

Academy Trust Case Study

Why developing people within a culture of praise, collaboration and celebration is so critical to the success of Trusts – Keith Sorrell (CEO, 2015-2021) and Dawn Haywood (CEO) of Windsor Academy Trust.

People are the most precious resource that a multi-academy trust has, and so core to the philosophy of Windsor Academy Trust (WAT) is to be an employer of choice – recruiting, supporting, developing and retaining the best staff so that we can provide the best experience for our children, enhancing their academic and personal potential. WAT is a family of nine schools – four secondaries and five primaries in the West Midlands – all within 45 minutes' drive of each other, enabling us to create meaningful collaborations at every level.

One of our core strategic aims focuses on people and leadership to ensure that there is a steady pipeline of excellent and talented staff who have both the capacity and capability across our trust to drive school improvement and create our own self-improving system. But what does this look like in reality?

Our pipeline of excellence starts with our sixth formers. Some of our students know they want to become teachers from a very young age. Many of them have parents and family friends who teach and are role models for them. We help them to prepare for this journey with our "Aspiring Educators" programme. This involves two terms of learning and development that focus on the skills of teaching, the routes into the profession and a series of visits and practical experiences to help them understand how they can make a smooth transition into teacher training.

We have strong strategic partnerships with a focused number of excellent initial teacher training (ITT) providers in the West Midlands. They each have innovative ways to attract teachers – a school experience placement as part of a biochemistry degree or partnership with a French university for prospective MFL teachers, for example. These initiatives, combined with WAT's 'incubator departments' (excellent departments across the trust where there is the best capacity to train and support early career teachers), mean that our conversion rate of great trainees to fabulous NQTs is growing year on year.

Induction, whether for NQTs or established teachers, is paramount, and we run a series of introductory sessions to explore the WAT ethos and vision and our approach to pedagogy and curriculum. Our aim is to accelerate every new employee towards a successful settling-in and a good awareness of what it means to work in a multi-academy trust. Development of the craft of teaching is central and continuous, in every school, every day. We have a culture of focusing on strengths, not weaknesses, and we want everyone to begin with this in mind. The profile of the wider WAT opportunities is raised early on too, with rapid opportunities to engage in cross-trust collaborative activities to build a collegiate mindset.

Our 'pedagogy champions' are one such opportunity: 30-40 excellent teachers and support staff who engage with educational research, not just as consumers, but as generators of new evidence. We ensure they all have access to the fabulous research resources that are available from our partnership with the Chartered College of Teaching, and they select 'wicked problems' across education to explore and identify workable and effective solutions for.

The impact of these practitioner-researchers is published annually in a research journal and iteratively becomes more scalable and transferable across schools, year groups and subject areas. Some of these researchers will go on to join the next cohort of master's students, following in the footsteps of these groundbreaking staff who are part of the University of Birmingham's master's level apprenticeship programme tackling trust-wide challenges and earning an MED in Educational Leadership over two years.

Leadership development is a key focus that enables staff from our family of schools to grow their capacity and also develop alongside delegates from partner schools in the locality. We have a progressive pathway of leadership development. This starts with 'First Steps', looking at one's own readiness for leadership, through preparation for aspiring middle leaders, to the National Professional Qualifications for Middle and Senior Leadership for which we are an accredited provider, and onwards supporting heads and executive leaders on programmes such as Ambition Institute's 'Executive Leader' programmes.

All of our staff know that they have a varied pathway of development opportunities and they feed this back to us in staff surveys. This in turn forms a key part of our succession planning and talent-mapping activities. We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.

Directors of subject and lead practitioners develop common curriculum approaches across the trust and spread their subject-specific expertise.

The WAT Associate role enables talented staff to take a sabbatical (one day per week for a year) from their teaching to bring their talents to key developments such as enhancing the trust's Google strategy or embedding character education. This generates fresh and innovative approaches and encourages staff to have an outward-looking perspective, building system leaders of the future.

Staff across Windsor Academy Trust explore together and share together in a multitude of ways. A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.

One significant moment that demonstrates this is the WAT Conference. On this day, the whole family comes together – every member of staff, in every role, sharing our common moral purpose and vision. We have the opportunity to experience world-class speakers and some of the best of the collaborative work going on across our schools. For our staff, this is a significant opportunity to listen and to contribute to the broader staff experience in a high-class conference venue.

Staff feel valued when they are invited to share a successful or innovative strategy they have been responsible for. We also use this time together to recognise those staff who have gone above and beyond in all they do. We do this through our WAT awards, which publicly share the success not only of the winners but also of the many nominees put forward by their schools.

When asked if there was anything he would have done differently in his glittering career, the Duke of Wellington replied, 'Yes, I should have given more praise.' We celebrate success because professional recognition is so important for all who work in education and we want all our staff to model praise with our children and young people.

The Windsor Academy Trust Family



Cheslyn Hay Academy

Academy Overview

Cheslyn Hay Academy is a secondary school and sixth form located in Cheslyn Hay, Staffordshire. Cheslyn Hay Academy joined the Windsor Academy Trust family in December 2018.

Open to students aged 11-18, the Academy has an excellent reputation for helping students achieve their potential with its commitment to high expectations and achievement. The Academy provides a positive and engaging learning environment that challenges students to go further, develop independence and prepare for their next step.

Ethos and Values

Cheslyn Hay Academy has a culture of high expectations and achievement that is built upon a positive and respectful learning environment.

Cheslyn Hay's ethos is to ensure that every lesson counts, for every child, everyday. Teachers deliver engaging lessons that help students progress and students come to school ready to challenge themselves to be the best they can be.

The Academy offers a wide variety of extra-curricular and leadership activities that help children develop their skills and talents. Cheslyn Hay's positive environment ensures that both academic and personal potential is developed. This enables students to grow into independent, responsible young adults who are able to progress to their future career. Cheslyn Hay Academy joined the Windsor Academy Trust family in December 2018.



Colley Lane Primary Academy

Academy Overview

Colley Lane Primary Academy is a primary school and nursery that provides an outstanding learning environment for children in the Cradley community in Halesowen. Colley Lane Primary Academy joined the Windsor Academy Trust family in April 2017.

Rated Good by Ofsted (February 2020), the Academy offers a creative and exciting curriculum with lots of extracurricular activities. The Academy works in partnership with parents and the community to provide the best all-round education following its motto of 'never settle for less than your best'.

Ethos and Values

Colley Lane's school motto 'Never settle for less than your best' is embraced by its children, who take great pride in their school and their achievements. By working closely with parents, the Academy aims to do its very best for all children, helping them grow into independent and responsible young people.



Clayton Hall Academy

Academy Overview

At Clayton Hall Academy, a vibrant and dynamic secondary school and sixth form located in the heart of our community, we are dedicated to fostering a love of learning in students aged 11-16. Known for our commitment to excellence and high achievement, we pride ourselves on helping every student reach their fullest potential. Our Academy is more than just a place of academic learning; it is a space where young minds are encouraged to grow, explore, and become independent thinkers. We offer a positive, stimulating environment that challenges and motivates our students to push their boundaries and prepare for the diverse paths that lie ahead.

Ethos and Values

At Clayton Hall Academy, we are committed to being the school of choice in our community, driven by our unwavering dedication to providing a gold standard education for all students. Our ethos is centred around:

Excellence in Education: We strive to deliver an aspirational curriculum that fosters academic success, ensuring that every student has access to the best educational opportunities.

Tailored Support: Recognising the uniqueness of each student, we take a tailored approach to support individual needs, helping students to become resilient, independent, and confident.

Building Strong Citizens: Our goal is to nurture students who are not just academically proficient but also well-rounded citizens, ready to take on the challenges of the world with confidence and independence.

The Windsor Academy Trust Family



Goldsmith Primary Academy

Academy Overview

Goldsmith Primary Academy is a welcoming and growing primary school and nursery located in the Blakenall area of Walsall. Goldsmith Primary Academy joined the Windsor Academy Trust family in September 2012.

Open to children aged 2 to 11 years old, the Academy inspires pupils and generates a love of learning through its 'You can do it' ethos and aspiring curriculum. The Academy has excellent facilities including an on-site 15m learner swimming pool, library and forest school.

Ethos and Values

Goldsmith has a very strong 'You Can Do It' ethos, which is taught through the 'I and we Aspire' curriculum. By working together, the Academy strives to ensure all children develop academically, morally, socially, emotionally and spiritually every day.



Great Wyrley Academy

Academy Overview

Great Wyrley Academy is a secondary school and sixth form for students aged 11-18 in Great Wyrley, Staffordshire. The Academy is committed to delivering the very best education and fulfilling the academic personal potential of all students. Great Wyrley Academy joined the Windsor Academy Trust family in September 2018.

Great Wyrley Academy is renowned for its performing arts specialism, with one of the best indoor theatres in the area. It also has excellent sports facilities including its own swimming pool, gymnasium, fitness suite, outdoor football pitches and newly built multi use games area.

Ethos and Values

Great Wyrley Academy is committed to delivering the very best education for all students. This is demonstrated through the school's motto of "Relentlessly Pursuing Excellence".

The Academy's beliefs and values are practised through the 'Wyrley Way'. This is a set of values and behaviours that are built upon respect and responsibility that are lived throughout the school.

Great Wyrley strives for students to have a love of learning, be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally, the Academy endeavours for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life. Great Wyrley Academy joined the Windsor Academy Trust family in September 2018.



Greenways Primary Academy

Academy Overview

Greenways Primary Academy is a welcoming single form entry primary school, open to children aged 3 to 11. Maintaining 'Good' by Ofsted (October 2019), the academy prides itself on its caring, family atmosphere where children experience a knowledge rich curriculum with lots of extra-curricular activities. In partnership with parents, Greenways Primary provides the best all-round education encouraging children to 'Aim high & be a Star!'.

Ethos and Values

Our pupils are at the centre of all decision making and our goal is to ensure that they are happy, resilient and responsible learners; keen to develop the key knowledge and skills required to have the very best start to their education and a life-long love of learning.

The Windsor Academy Trust Family



Kingswinford Academy

Academy Overview

Kingswinford Academy is a leading secondary school located in Kingswinford, Dudley.

Catering for students aged 11-16, the Academy is known for its high academic standards and is rated Good (with Outstanding features) by Ofsted.

Kingswinford Academy joined the Windsor Academy Trust family in November 2016.

The Academy offers a rich and varied curriculum, including an excellent range of extracurricular activities. This supports students in reaching their potential and preparing them for further education and their future careers

Ethos and Values

Kingswinford Academy believes that all students deserve the very best start in life and strive to make sure that they have the very best opportunity to do just that.

The Academy has a strong reputation for achieving high academic standards and for ensuring students are happy and safe. Their combination of academic and extensive extra-curricular activities prepare students perfectly for the next step in their education and their future careers.



Manor Way Primary Academy

Academy Overview

Manor Way Primary Academy is a welcoming primary school and nursery in Halesowen committed to excellence. Manor Way Primary Academy joined the Windsor Academy Trust family in October 2015.

The Academy caters for pupils aged 2-11 and is focused on supporting children to become happy and successful learners. Manor Way offers an exciting and broad curriculum that helps children become confident, prepared and ready to succeed in their next step.

Ethos and Values

Manor Way's vision is that they want their children to be the best they can be. This reflects a passionate commitment to learning and is driven by the Academy's desire to offer the best possible education for pupils in partnership with parents, the Trust and the local community.

The Academy aims for all children to be happy and successful learners so that they can achieve their full potential and develop lifelong learning behaviours.



Milton Primary Academy

Academy Overview

Milton Primary Academy is a welcoming two-form entry primary school and nursery committed to excellence. The Academy caters for pupils aged 3-11 and is focused on supporting children to become happy and successful learners. Milton Primary Academy offers an exciting and ambitious curriculum that helps children become confident, prepared and ready to succeed in their next step.

Ethos and Values

At Milton, we pride ourselves in the environment that we create. It is important to us that every child is recognised for the unique individual that they are. We create a happy, caring atmosphere where every child is at the centre of all that we do. Our expectations are consistently high as we strive to ensure that every child achieves their full potential. Staff, supported by trustees, work hard to deliver a rich, ambitious and challenging curriculum; this prepares children for future education and helps them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life.

The Windsor Academy Trust Family



Newcastle Academy Academy Overview

Newcastle Academy, a secondary educational institution, is dedicated to preparing students for the demands of the 21st century. The Academy emphasises a well-rounded education, integrating into the community it serves, and providing outstanding teaching and pastoral support. It aims to develop fulfilled adults equipped with both academic and personal skills.

Ethos and Values

Newcastle Academy's ethos is centred on providing a balanced education that fosters academic excellence, personal growth, and community engagement. The Academy offers diverse opportunities including sports, arts, and academics, alongside comprehensive pastoral care. It prioritises students' holistic development, focusing equally on academic success, mental wellbeing, and life skills like resilience, self-confidence, and determination. Newcastle Academy is committed to continual improvement, empowering students to reach their full potential in both academic and personal spheres.



Rivers Primary Academy Academy Overview

Rivers Primary Academy is a rapidly growing primary school and nursery which has grown to a two-form entry school. Rivers Primary Academy joined the Windsor Academy Trust family in November 2013.

Located in the Blakenall area of Walsall, the Academy has outstanding modern facilities in its brand new school which opened in September 2020.

Ethos and Values

At Rivers Primary Academy every child is valued as an individual. The Academy places a strong emphasis on the importance for all children to reach their full potential in a happy, supportive and exciting environment.

The Academy works in partnership with parents and the wider community to achieve the very best for their children. This develops independent learners who are equipped with the necessary skills, and knowledge to enable them to cope with an ever-changing world. All children are encouraged to seek excellence and enjoyment in all that they do.



Sir Thomas Boughey Academy Academy Overview

Welcome to Sir Thomas Boughey Academy, a vibrant and inclusive school where learning is a passion and educational excellence is achieved. Our headteacher, Mrs. Jane Hingley, leads with a vision of creating an environment where students are not just academically successful but also develop the resilience, ambition, and integrity necessary for lifelong success. The school's recognition by Ofsted as 'Good' in all categories reflects our commitment to high standards, student enthusiasm, and a nurturing, caring atmosphere.

Ethos and Values

Our Moral Purpose and Vision

At Sir Thomas Boughey Academy, our core purpose is to significantly enrich and enhance our students' lives and contribute positively to the community. We aspire to deliver an educational experience where creativity, resilience, and excellence shine through in every aspect of school life, fostering a safe and joyous environment for all.

Core Values

Our values, defined as Excellence, Kindness, and Respect, are the pillars of our community. These values were chosen to perfectly represent our moral purpose and vision, guiding our approach to education and interactions within our community. They embody our commitment to not only academic prowess but also the development of well-rounded, compassionate individuals.

The Windsor Academy Trust Family



Tenterfields Primary Academy

Academy Overview

Tenterfields Primary Academy is a family orientated primary school located in Tenterfields, Halesowen. Tenterfields Primary Academy joined the Windsor Academy Trust family in September 2016.

Rated Good by Ofsted (November 2019), the Academy is open to children aged 3 to 11 and prides itself on its caring, family atmosphere. The Academy works in partnership with parents, families and the community to provide the finest all-round education for pupils following its ethos of 'learning together, growing together'.

Ethos and Values

The Academy aims to provide the finest, all-round education possible for its children through its vision of 'learning together, growing together'. This is supported through a strong partnership with parents, families and the community.



Windsor High School and Sixth Form

Academy Overview

Windsor High School and Sixth Form is the founding school in the Windsor Academy Trust family.

Windsor High school was established in Halesowen in 1983 and expanded to open its successful sixth form in 2010. The school became the first converter academy in Dudley and it is the largest school in the Trust, with just under 1,700 students aged 11 to 18. The school is known for its high achievement and is currently the highest performing secondary school and sixth form in Dudley for progress made by students.

Ethos and Values

Windsor High School and Sixth form is committed to delivering the very best education for students. This is demonstrated in the school's motto of 'Excellence for All', its track record of academic success and extensive extra-curricular activities.

The school strives for students to develop a love of learning, to be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally, they endeavour for the students to be good human beings, with a sense of purpose and character enabling them to flourish in life. This is nurtured through a culture of respect and responsibility for oneself and for others.



Windsor Olympus Academy

Academy Overview

At Windsor Olympus Academy, our goal is to provide a nurturing and inclusive environment where students can thrive both academically and personally. Our approach to education is centred around creating an environment that nurtures young people's growth, ignites their passion for learning, and awakens their aspirations for personal growth. We want to develop our students' understanding of well-being and health so that they thrive, and we want to be at the heart of the community, thriving together.

Ethos and Values

At Windsor Olympus Academy, our goal is to provide a thriving environment for students and community. Our approach includes:

- creating an environment that nurtures young people's growth
- igniting their passion and love for learning to enable academic success
- awakening their aspirations for personal growth
- developing their understanding of well-being and health so that they thrive
- being at the heart of the community
- thriving, together



/ Job Description

Role: Headteacher at Cheslyn Hay Academy

Salary: Group 7, L32 - L38 (£101066 - £117066)

Reporting to: Director of Education

Location: Cheslyn Hay, Staffordshire

Main Purpose

The Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Governing Board and through consultation with the school community;
- Establish and oversee systems, processes and policies so the school can operate effectively;
- identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- make sure these school improvement strategies are effectively implemented;
- monitor progress towards achieving the school's aims and objectives;
- allocate financial resources appropriately, efficiently and effectively.

Qualities

The Headteacher will:

- uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct;
- build positive and respectful relationships across the school community;
- serve in the best interests of the school's students;
- add any other duties relevant to your school.



/ Job Description

School culture and behaviour

The Headteacher will:

- create a culture where students experience a positive and enriching school life;
- uphold ambitious educational standards in order to prepare students from all backgrounds for their next phase of education and life;
- ensure a culture of staff professionalism;
- encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students, and clearly demonstrated by all adults in school;
- use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Teaching, Curriculum and Assessment

The Headteacher will:

- establish and sustain high-quality teaching across all subjects and phases, based on evidence;
- ensure teaching is underpinned by subject expertise;
- effectively use formative assessment to inform strategy and decisions;
- ensure the teaching of a broad, structured and coherent curriculum;
- establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities;
- use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.

Additional and special educational needs (SEN) and disabilities

The Headteacher will:

- promote a culture and practices that enables all students to access the curriculum;
- have ambitious expectations for all students with SEN and disabilities;
- make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate;
- make sure the school fulfils statutory duties regarding the SEND Code of Practice.



/ Job Description

Managing the school

The Headteacher will:

- ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of a duty of care;
- manage staff well with due attention to workload;
- ensure rigorous approaches to identifying, managing and mitigating risk.

Professional development

The Headteacher will:

- ensure staff have access to appropriate, high standard professional development opportunities;
- keep up to date with developments in education;
- ensure training and continuing professional development is effectively planned, delivered and evaluated;
- make sure professional development opportunities draw on experts both within, and beyond the school;
- seek training and continuing professional development to meet the needs of all staff members.

Governance, accountability and working in partnership

The Headteacher will:

- understand and welcome the role of effective local governance;
- ensure that staff understand their professional responsibilities and are held to account;
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties;
- work successfully with other schools and organisations;
- maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.

Other areas of responsibility

- Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description may be amended at any time in consultation with the post holder.



/ Person Specification



| AREA | Essential | Desirable |
|--|-----------|-----------|
| Qualifications and Professional Development | | |
| Qualified Teacher Status (QTS) | / | |
| Degree-level qualification | / | |
| Evidence of relevant Continuous Professional Learning (CPL) | / | |
| Higher degree or postgraduate qualification | | / |
| Knowledge and Experience | | |
| Successful experience of headship or substantial experience as a deputy headteacher | / | |
| Experience of making a positive impact on educational outcomes within a leadership role | / | |
| Successful teaching experience within the secondary age range | / | |
| Evidence of involvement of a wider education network such as a multi-academy trust | | / |
| Strategic Leadership | | |
| Ability to provide clear educational vision and direction | / | |
| Ability to inspire and motivate all stakeholders | / | |
| Evidence of developing effective strategies for school improvement | / | |
| High level of involvement with school improvement planning | / | |
| High level involvement in monitoring and evaluation procedures leading to clear impact | / | |
| Ability to work in partnership with senior leaders and those responsible for governance | / | |
| Ability to set, monitor and achieve ambitious goals for students and staff | / | |
| Ability to analyse and use student data on attainment and progress to raise standards | / | |
| Understand the principles of effective teacher and learner effectiveness | / | |
| Leading Teaching and Learning | | |
| Successful experience of monitoring, evaluating and improving the quality of teacher and learner effectiveness | / | |
| Understanding the role and impact of assessment in student progress | / | |
| Secure knowledge of statutory requirements relating to curriculum and assessment | / | |
| Experience of leading curriculum innovation | / | |
| Successful experience of developing learner effectiveness | / | |

/ Person Specification



| AREA | Essential | Desirable |
|---|-----------|-----------|
| Leading and managing staff | | |
| Ability to lead, manage and motivate across the school community | / | |
| Ability to establish positive working relationships | / | |
| Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams | / | |
| Successful experience of identifying the need for, and leading, in-service training | / | |
| Significant experience of taking a lead role in performance management of staff | / | |
| Experience and skill when managing staff and holding people to account for performance | / | |
| Managing Resources | | |
| Successful experience of managing budgets | / | |
| Ability to manage, monitor and review available resources, ensuring value for money | / | |
| Personal Qualities and Attributes | | |
| Strong commitment to raising standards | / | |
| High expectations of self and others | / | |
| Able to enthuse, motivate and lead staff | / | |
| Approachable and emotionally intelligent | / | |
| Ability to establish and maintain positive relationships, including with parents and families | / | |
| Ability to remain positive and enthusiastic, including when under pressure | / | |
| Excellent communication skills | / | |
| Ability to identify own training needs and willingness to participate in training and development opportunities | / | |
| An imaginative and creative thinker capable of delivering solutions to complex problems | / | |
| Good presentational skills and public speaking | / | |
| Comply with Trust's commitment to the protection and safeguarding of children | / | |



How to apply:

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact Rebecca Beach at Academicis, our recruitment partner, on rbeach@academicis.co.uk or by phone on 07733 628155/01223 907979

Closing date: 27th February 2024

Shortlisting date: 29th February 2024

Interviews dates: 4th March 2024

To apply please click on the application link below:

https://app.vacancy-filler.co.uk/salescrm/Careers/CareersPage.aspx?e=LMo8nnTwYN-ZFAf9rKI2Py82j1ZVqvK_mGNy06eQXeq_PNUbN3844vdn32iRZe899cfO2EPRa348



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