



Better Together
LEARNING TRUST



Every Child. Every Chance. Every Day.

Head of School Candidate Pack



Welcome Letter

Dear Applicant

Thank you for your interest in the position of Head of School at Friars Academy. The enclosed Applicant Information Pack contains full details of the position and useful information to inform you about our Trust/Academy and the post.

Friars is a high performing, modern and well-equipped Academy with a dedicated staff compliment of 70. We currently have 153 students on role aged 11-18 cognition and learning needs including students on the autistic spectrum and a small post 16 group.

Friars enjoys a good reputation and in May 2019 OFSTED judged us as being an outstanding school in all areas. We are proud of the excellent educational links we have built within our local community. This is a rare and exciting opportunity for a forward thinking, energetic and dynamic person to be part of a committed team.

When completing your application please include a summary of your experience addressing all the appropriate essential qualities listed in the person specification.

We look forward to receiving your application for this post via www.mynewterm.co.uk. Visits to the school are encouraged and these can be arranged by contacting Mrs S Downhill, Chief Operating Officer on sdownhill@bettertogetherlearningtrust.org or 01933 304957.

Yours faithfully

Mrs Suzanne Ijewsky

Chief Executive Officer
For and on behalf of Better Together Learning Trust



Introduction to Friars Academy

Friars Academy is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales.

Friars Academy is a co-educational community special school for students aged 11-18, who have Education, Health and Care Plans (EHCP) identifying them as having learning difficulties. There is a small post-16 unit for those students who would find transition to college at 16 a challenge. The students may be those that find learning a slow difficult process or they may be students with specific difficulties who are not achieving their full potential. The Academy at present manages a delegated budget for 153 students. The Academy occupies an attractive site close to local amenities on the edge of the town centre of Wellingborough. A team of experienced and dedicated staff work hard to provide a secure, caring and safe environment where each individual is: valued, encouraged to feel confident, appropriately challenged and prepared for the next step in life. The Academy is a happy place to work and learn and we are proud of our students' achievements.

Students are admitted following assessment of their needs by the Local Authority in consultation with parents/carers and in accordance with the academy's admission statement.



Better Together Learning Trust



Our vision is that Better Together Learning Trust and its academies and schools will be acknowledged as a leading contributor to high quality inclusive education in their local communities for 4 to 25 year olds.

Schools and Academies are supported by a high-quality central team whose function is to lead on areas such as:

- School Improvement
- Human Resources
- Finance
- Catering
- IT
- Estates management

Better Together Learning Trust is a charitable company limited by guarantee and registered in England and Wales with Company Number 08722556
The registered office is at Friars Close, Wellingborough, Northamptonshire NN8 2LA



Academy Aims and Values



RESPECT
RESILIENCE
INTEGRITY
KINDNESS
HONESTY

At Friars Academy, we aim to work in partnership with parents, carers and the community to develop confident, responsible, happy, independent, creative and successful young people. We want our children to grow in confidence and develop a sense of self discipline and self esteem within a secure and stimulating environment; where there is respect for each other, for the school, for the local community and for the world in which we live.

Children are encouraged to think for themselves and take responsibility for their work and behaviour. They are given opportunities to work collaboratively and co-operatively with others to organise, enjoy success, learn from their mistakes and to relish challenges and risks.

Individuals are fostered academically and socially through a stimulating creative curriculum and environment. Students are encouraged to achieve their full potential in all areas with equal opportunities for all regardless of culture, religion or gender. As the children move through the academy, the opportunities for work outside of the academy environment increase as we endeavour to ensure that our students are ready for transition to the next stages of their lives. Obviously, parents and carers play an essential and instrumental role in their child's education and we strive to involve them at all stages.

Friars Academy is successful in encouraging every child to feel valued in an environment where all achievements, however small, are recognised and celebrated.

Our school ethos is, **'Every child, Every chance, Every day'**. We truly believe that this is essential, and with dedication and commitment from all, clearly possible for our children. These aims are supported in different ways by all associated with Friars Academy: governors, staff, parents/carers and students.



Admissions

The Academy meets the needs of students who:-

- have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and underdeveloped social skills.
- have significant learning difficulties and attainments.
- have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discrete provision. Students will usually be working above the P scale levels.
- Students may have challenging behaviour but this will not be their primary need. The Academy would not normally meet the needs of students with profound and multiple learning difficulties (PMLD) with additional complex needs or those who require complex medical intervention.

Provision for Students

The Academy is well-resourced for meeting the very wide range of needs associated with students who have complex learning difficulties. Students are based in key stage classes and have access to the excellent facilities that exist in the Academy. These include specialised areas concerned with Food Technology, DT, Science, Information Technology, Physical Education, and a Sensory Studio.

The main aims of this provision are as follows:

- to build on, consolidate and generalise previous learning gained at primary school level.
- to enable everyone to gain the greatest possible degree of personal independence.
- to develop interpersonal skills associated with personal and social development.
- to enable everyone to access their entitlement to a curriculum which is broad, balanced and appropriate to their needs, delivered by methods which are intended to both motivate and challenge.
- to ensure that students' achievements are nationally recognised.





The Academy Site and Buildings

Friars Academy site was converted to a purpose built secondary special school between 1996 and 1998. The Academy site is situated in a quiet residential location within easy walking distance of a number of local facilities and places of interest. The Academy and grounds are well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the Academy and to look after the environment.

The Academy has a very active eco-friendly approach to all aspects of the management of the site. We have recently been awarded our Eco-Schools Green Flag.

The Academy is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities including a sensory studio for all students. Each classroom is equipped with ICT facilities including interactive boards and computers.

There are the following fully equipped specialist rooms: Art, Design Technology, Food Technology, Life skills, ICT, Music, Science and a Fitness Suite. There is a hall (large enough to accommodate the whole school) which is used for PE, assemblies, formal performances and presentations and a library with ICT facilities, medical facilities, hygiene room and specialist toilet facilities. There are also outdoor learning areas, together with dedicated specialised rooms to provide further pupil support.

Student's artwork and other displays adorn the internal walls of Friars Academy classrooms and corridors and add considerably to the feel of our Academy. Outside there are quadrangles where students can enjoy their break/lunch-times in a more protected atmosphere or they can experience the all-weather playground, grass areas, seats or the purpose built fitness trail and play equipment.

The Academy enjoys an on-site catering facility. Food is freshly cooked daily to provide a hot meal / packed lunch service for students and staff at the Academy.



Community Links and Support Services

Friars Academy has many links with the local and wider community through work and community experience schemes, fundraising for charities, support from local charities and close liaison with local schools, in addition to several industrial and business links.

The Academy's Family Support Worker and the first aiders are able to liaise with the school nurse and other professionals who regularly visit the Academy. The school nurse is available to see parents at the Academy premises by arrangement.

Better Together Learning Trust also leads the Outreach service for the local authority to support Secondary Students in mainstream with Cognition and Learning difficulties and ASD, linking with Rowan Gate School and Maplefields Academy.



<p>Clear Long-term deadlines: </p> <p>IEP Review dates and teacher deadlines are emailed to all staff in July for the following academic year. Training is given prior to the reviews to support all staff.</p>	<p>New Staff Mentor: </p> <p>New staff are supported by a member of SLT for their first year at Friars.</p>	<p>Communication: </p> <p>A daily communication - 'What On' is posted in the Friars Academy SharePoint each day.</p>
<p>Data Collection: </p> <p>Data collection is measured and evaluated constantly. Formative assessment is used to monitor student learning to provide ongoing feedback and help students and teachers identify strengths and weaknesses.</p> <p>Data Collection points have been reduced, and are calendared in.</p>	<p>Mental Health First Aiders: </p> <p>Two staff have been trained in supporting adult mental health. They are available to discuss in confidence any issues and signpost ways to support you.</p>	<p>Staff training: </p> <p>Staff are able to voice areas where they feel they need support and training. Regular refresher training is given on the Academy's key principles of Restorative Approaches, a range of disabilities and safeguarding throughout the school year. In house Staff 'experts' are used in addition to online and external courses.</p>
<p>Reporting: </p> <p>A short report is given half way through the year based of progress and behaviour. One detailed summative report is produced at the end of the academic year.</p>	<p>SLT / SMT: </p> <p>SLT / SMT have an open-door policy, to offer student and staff support/ advice at all times. There is a clear relationship and behaviour structure that supports staff</p>	<p>On site Catering: </p> <p>The Academy has a fully functioning Canteen where drinks snacks and lunch can be purchased daily.</p>
<p>Learning Blocks: </p> <p>The curriculum delivered to students is divided in to clear concise learning blocks and follow a structure of introduction, teaching of concepts, assessment, peer evaluation and teacher feedback.</p>	<p style="text-align: center;">Wellbeing</p> 	<p>Flu Jab: </p> <p>An annual Flu jab for all staff is available if wanted, each winter.</p>
<p>Marking and feedback: </p> <p>The marking policy has been adapted to reduce teacher workload and is now based upon a feedback triangle. Marking is live, minimal and feedback to students is formative and verbal.</p>		<p>Childcare: </p> <p>Childcare voucher scheme is available to all staff that have children in regular full time childcare.</p>
<p>Drop in's / Observations: </p> <p>A measured and calendared approach to lesson observations, drop ins and curriculum evaluation / moderation weeks.</p>	<p>Twilights: </p> <p>Sensible use of twilight time - we work a number of twilights highlighted at the beginning of the school year and trade this time to gain time off in lieu at the end of the school year.</p>	<p>Yoga: </p> <p>Yoga is available for all staff free of charge after work on a Friday evening.</p>
<p>Staff training: </p> <p>Staff are able to voice areas where they feel they need support and training. Regular refresher training is given on the Academy's key principles of Restorative Approaches, a range of disabilities and safeguarding throughout the school year.</p>	<p>Directed time: </p> <p>Directed time is well below the 1265 hours of time agreed with the school unions. Meeting time is planned in advance and time is given over to the planning and preparation of school events. Deadlines are well publicised and an annual calendar is</p>	<p>Staff CPD book library: </p> <p>There is a small section in the school library that ensures staff have access to reading material regarding the needs of the students and subjects they are teaching.</p>
<p>On site Pastoral Team: </p> <p>The team offers full time support with supporting students and staff with their additional needs.</p>	<p>HLTA's </p> <p>A clear policy and robust system for managing cover is in place e.g. Four full time HLTA's employed, so that staff cover only happens as an emergency.</p>	<p>Staff Development: </p> <p>Opportunities for career development always considered and supported if possible.</p>
<p>Lesson Plans: </p> <p>No formal lesson plans or handing in of medium term plans.</p> <p>Classroom:  Dedicated classroom wherever possible for all teaching staff</p>	<p>Reduction of admin tasks: </p> <p>Central admin office and Family support officer on hand to type annual review minutes, check letters, send to parents/ carers, collect monies and contact families.</p>	<p>On site IT Team: </p> <p>The team offers full time support with all technologies.</p>
<p>Email embargo: </p> <p>No emails are sent from 6pm-8am. weekdays and weekends.</p>	<p>Staff non-contact / eating: </p> <p>Designated 'safe' spaces are provided for staff to work and eat away from pupils.</p>	<p>Parking: </p> <p>Onsite free parking for all staff.</p>



Stage of career: Group 6 School – Range L24 – L30
Accountable To: Chief Executive Officer

Performance Reviewer: Chief Executive Officer
Day to day line management: Chief Executive Officer

Accountabilities:

The Head of School will carry out his or her professional duties in accordance with, and subject to, the current conditions of service for Headteachers contained in the School Teacher’s Pay and Conditions document and other current education and employment legislation.

The Head of School is accountable, in partnership with the Chief Executive Officer, to the Directors and Local Governing Body for the professional leadership, strategic direction and operational management of the school in order to ensure that the school’s aims are implemented in accordance with the school improvement plan and the policies of the Directors and Local Governing Body. The Head of School in conjunction with the Chief Executive Officer is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary.

The Directors and the Local Governing Body of the School are committed to safeguarding and promoting the welfare of children and young persons and the Head of School must ensure that the highest priority is given to following the guidance and regulations, which safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure Barring Service (DBS) as well as references, Section 128, social media and medical checks.

Core Purpose of the Head of School:

The core purpose of the Head of School is to provide professional leadership and management for the school and staff. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work.

The Head of School will work within the values of the Trust:

Our values are summarised by the statement *‘Every child, every chance, every day’*.

Our actions are underpinned by the belief that:

- Everyone should feel included in their local communities and wider society.
- Staff and students are capable of constantly learning and developing.
- Family members play a vital role in the education of students.
- Our schools and academies need to be part of and responsive to their local communities.



The Head of School will:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Provide vision, leadership and direction to the school.
- Manage and develop the application and use of all its facilities.
- Promote excellence, equality and high expectations for all students.
- Establish and sustain high-quality, expert teaching across all subjects and year groups, built on an evidence-informed understanding of effective teaching and how students learn.
- Inspire and guide the professional development of all staff and effectively manage teaching and learning.
- Create a safe and productive learning environment, which is engaging and fulfilling for all students and staff.
- Evaluate school performance and identify priorities for continuous improvement.
- Effectively manage and efficiently deploy all resources of the school and its community.
- Work effectively with the school's Local Governing Body and Chief Executive Officer.



Improving the Life Chances of Children and Young People

Working with the Local Governing Body to develop a staff that has the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people. Recognise the role parents, carers and families play in helping children and young people succeed and thrive.

The Head of School will ensure that staff:

- Listen, question and respond to what is being communicated by children, young people and those caring for them.
- Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people.
- Have a fundamental understanding and appreciation of therapeutic approaches to their education of students with special educational needs.
- Recognise when a child or young person may not be achieving their developmental potential or their health and well-being may be impaired and be able to identify sources of help for them and their families. Establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
- Understand the impact on a young person of transitions they may be going through.
- Work successfully on a multi-agency basis.
- Adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer, understands the process.

Shaping for the Future

Working with the Local Governing Body and Chief Executive Officer create a shared vision and strategic plan, which inspires and motivates students, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

The Head of School will:

- Articulate and communicate a shared vision and translate the vision into clear objectives that promote and sustain school improvement.
- Inspire, challenge, motivate and empower others to carry the vision forward.
- Model the values and vision of the Trust.
- Monitor and evaluate the effectiveness of the school.
- Motivate and inspire stakeholders to create a strong culture of learning within an inclusive environment.
- Be responsible for producing regular Headteacher reports for the Local Governing Body and Trustees.

Leading Teaching and Learning

The Head of School is responsible for raising the quality of teaching and learning and for students' achievements within a successful learning culture.

The Head of School will:

- Ensure the quality of teaching and learning is at the centre of strategic planning.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Demonstrate personal enthusiasm for and commitment to the learning process.
- Demonstrate the principles and practice of effective teaching and learning.
- Secure the provision of a dynamic and realistic curriculum and require staff to take full account of the personal learning needs of all students.
- Ensure a culture that supports and facilitates student engagement in, and ownership of, their own learning.
- Access, analyse and interpret data and other information and act decisively on information gained.
- Initiate and support research and debate about effective learning and teaching in the education of students with special educational needs and develop relevant and creative strategies for performance improvement being responsive to the needs of the student community.
- Acknowledge excellence across the school.
- Monitor, evaluate and review classroom practice and promote improvement strategies, challenging underperformance and ensuring corrective action.
- Ensure careful and effective implementation of improvement strategies alongside the Teaching and Learning Lead, which lead to sustained school improvement over time.



Developing Self and Working with Others

In partnership with the Chief Executive Officer, the Head of School enables staff to develop their potential and achieve high standards.

The Head of School will:

- Build a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities and partnerships.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Promote the highest standards of courtesy and mutual respect amongst all members of the school community and manage any conflict.
- Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review for all staff.
- Act as a role model for the highest professional standards.
- Regularly self-evaluate, set personal targets and take responsibility for own personal professional development so as to be well equipped to deal with the increasingly complex role of leadership of the school community.
- Ensure both self and others achieve an appropriate work/life balance.
- Build effective professional working relationships with all staff so as to motivate them and enable them to carry out their respective roles effectively.
- Give and receive effective feedback and act to improve personal performance.
- Give and accept support from others including the Chief Executive Officer and governors.

Managing the Organisation

Work with the Chief Executive Officer to develop and sustain an organisational structure, which raises standards and ensures that the school functions effectively based on secure self-evaluation.

Ensure that the School, the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures, which place the safety of children and young people at the heart of all practices. The Head of School, working with the Local Governing Body, will provide a safe environment for students, staff and members of the school community.

To build a successful organisation through effective collaboration with others.

The Head of School will:

- Work with the Chief Executive Officer, Local governors, and senior colleagues to recruit, induct and develop high quality staff.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Be responsible for the performance management of staff.
- Advise the Chief Executive Officer, Trust and the Local Governing body committee on the performance, competency, and capacity of staff.
- Ensure best practice in regard to Safeguarding regulations.
- Regularly evaluate the allocation of roles, responsibilities, finance and resources to ensure these underpin the best possible learning environment and highest standards.
- Manage the school efficiently and effectively on a day-to-day basis.
- Prioritise, plan and organize themselves and others.
- Make professional, managerial and organisational decisions based on informed judgements.
- Think creatively to anticipate and solve problems.

Securing Accountability

In partnership with the Chief Executive Officer, the Head of School is accountable for the school and its work to a range of stakeholders, particularly students, parents, carers, and is accountable legally and contractually to the Trust Directors.

The Head of School exercises this accountability by:

- Engaging the school community in the systematic and rigorous self-evaluation of the work of the school and work closely with the Governing Body to ensure that effective school self- evaluation informs school improvement priorities.
- Collecting and using a rich set of data to understand the strengths and weaknesses of the school and provide suitable reports for the Chief Executive Officer and be present at all Local Governing Body meetings.
- Providing information, advice and support to the Local Governing body in meeting its responsibilities for the effective teaching and learning, standards of achievement, efficiency and value for money.
- Ensure that staff know and understand their professional responsibilities and are held to account. Keeping parents and students informed about the curriculum, attainment and progress and school improvement plans.
- Liaising, in the best interests of students with support services and other agencies demonstrating political insight and anticipate trends.

Strengthening the Community

The Head of School will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and with parents, carers and other agencies for the well-being of all students and developing extended services to meet the needs of the community.

The Head of School will:

- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities to enhance the education of all students.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Build a culture and curriculum, within the context of the schools vision, which takes into account the richness and diversity of the local and wider communities.
- Build a school culture and curriculum that takes account of the richness and diversity of the schools' communities within the Trust.
- Build and maintain effective relationships with parents, carers, partners and the community.
- Develop capacity through working across the cluster of schools within the Trust.
- Promote the concept of lifelong learning and family engagement with learning through partnerships.

Safeguarding

- Ensure that all safeguarding policies and practices fully meet the latest national guidelines and are published as required.
- Ensure all staff are fully trained and aware of their particular responsibilities.
- Cooperate and work with relevant agencies to protect children.

National Standards for Headteachers

The Head of School will carry out his/her professional duties in accordance with the Headteacher Standards 2020, and subject to, the National Conditions of Employment for Headteachers, and Education and Employment legislation.



A	Professional Qualifications/Training	Essential	Desirable	Evidence
	Qualified teacher with Qualified Teacher Status.	•		A
	Higher degree / NPQH or equivalent of further study		•	A
	Ongoing participation in a range of relevant training / professional development.	•		A
B	Experience			
	Previous senior leadership experience at Deputy Headteacher or above.	•		A
	Experience of working positively with governors, trustees or similar.		•	I
	Track record of successful leadership of significant school improvement strategies.	•		A/I
	Experience of recruiting, selecting, interviewing, inducting staff.		•	A
	Experience of delivering effective performance management of staff.	•		A
	Successful experience of improving standards and / or achievement for disadvantaged pupils.	•		A/I
	Experience with working other schools/agencies.		•	A
	Experience and understanding of management of human and financial resources at a senior level.		•	A
C	Leadership & Management			
	Experience of monitoring school performance.		•	A/I
	Experience of leading a staff development programme.	•		A/I
	Experience of leading, managing and implementing change whilst maintaining high quality provision for students.	•		A/I
	Experience of setting and delivering challenging school targets.		•	A/I
D	Skills Knowledge & Attributes			
	Awareness of current developments in education and the implications of these.	•		I
	Recent experience of an OFSTED Inspection and its follow up.		•	A/I
	Committed to sustainable improvement through high quality leadership at all levels.	•		I
	A passionate commitment to the academic, personal and social development of children.			A/I
	Ability to develop a high-quality curriculum for all pupils within a context of educational change.	•		I
	Understanding the role which can be played by parents and the community in raising standards and communicate effectively.	•		A/I
	Ability to inspire, encourage and command respect.	•		I
	Ability to involve and maintain strong and positive relationships with the whole Academy community.	•		I
	Committed to self-evaluation, continual personal development and improvement.	•		I
	Committed to the development of all staff, teaching and non-teaching.	•		A
	Able to deal sensitively with people and resolve conflicts.	•		I
	High levels of personal resilience and optimism.	•		I
	To remain calm under pressure and be able to make tough decisions when necessary.	•		A
	Ability to communicate effectively in writing and orally.	•		A/I
	Competent in the use of ICT.		•	A
E	Equal Opportunities and Safeguarding			
	Ability to demonstrate awareness and understanding of Equal Opportunities, in all activities and educational environments.	•		A/I
	Able to recognise and emphasise possible improvements in Equal Opportunities, in some activities.	•		A/I
	Be committed to safeguarding and promoting the welfare of children and young people	•		A/I
	Must satisfy relevant employment checks	Documentary evidence		



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, Vonya Campey: vcampey@academicis.co.uk or 01223 907979 / 07340 010983

Please email your application to:
Vonya Campey: vcampey@academicis.co.uk

Closing date: 14th May 2024
Shortlisting date: 15th May 2024
Interviews: 20th May 2024



FRIARS ACADEMY

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