



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust



# Headteacher Candidate pack

A unique opportunity for an outstanding school leader

**Warton Nethersole's C of E Primary School**





## Welcome message from the CEO

Thank you very much for requesting the details for the post of Headteacher for Warton Nethersole's Church of England Primary School.

We are looking for an experienced, enthusiastic and inspiring school leader to lead the small and delightful rural school in North Warwickshire. We are seeking to appoint a person who is able to develop and lead a strong Christian vision and who fully understands the Christian distinctiveness of a Church of England school. We are therefore looking for a leader who will actively support and promote our Christian ethos in every aspect of school life.

We believe that success is found in who you are as well as what you do, and at all of our schools we aim to provide an outstanding education, supported by excellent pastoral care and high standards of behaviour, set within a distinctive Christian ethos. We want to equip our pupils with academic achievement, experiences and personal attributes to enable them to succeed in the next stage of their education.

I hope the following pages will give insight into our vision and ambition for the work of the Trust as well as practical details about the post itself. An information pack can only partly reflect the role and therefore I encourage prospective candidates to contact me to discuss the post in greater detail.

Yours faithfully,

Christopher Mansell  
Chief Executive Officer



# The post

**Academy:** Warton Nethersole's C of E Primary School

**Job title:** Headteacher

**Salary:** L13 to L17 (dependent on experience)

**Location:** North Warwickshire

**Start date:** September 2020

**Closing date:** 12 noon Monday 2<sup>nd</sup> March 2020

**Interviews are scheduled for Monday 16<sup>th</sup> March at the school.**

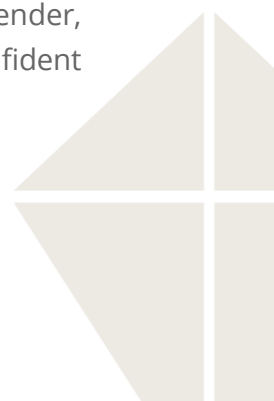
To arrange an informal enquiry, please contact BDMAT's Chief Executive Officer, Christopher Mansell through his PA, Sheila Benbow who can be contacted at [s.benbow@bdmatschools.com](mailto:s.benbow@bdmatschools.com) or telephone 0121 426 0449.

Further details of the school, Trust and post can be found at <https://bdmatschools.com/> and also on the school's website <http://www.warton-nethersoles-ce-school.org/index.php>. Alternatively, prospective applicants can request a form from Sheila Benbow. Application forms should be returned electronically to Sheila Benbow or posted to BDMAT, 1 Colmore Row, Birmingham B3 2BJ. All completed applications must be received by BDMAT by 12 noon on Monday 2<sup>nd</sup> March 2020.

**Visits to the school are very much welcomed and encouraged and can be arranged through the school.**

*Birmingham Diocesan Multi-Academy Trust (BDMAT) is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.*

We welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. BDMAT is a Disability Confident employer.



## Information about the school



The school is set in beautiful countryside surroundings in Warton, which is a growing attractive village situated in the northernmost point of Warwickshire not far from Twycross Zoo, the towns of Atherstone and Tamworth and borders with Leicestershire, Derbyshire and Staffordshire.

The school building caters for children aged between 4 and 11 and is arranged as follows: Willow class Reception and year 1, Sycamore class year 1 and 2, Beech class year 3, Maple Class year 4, Rowan class, year 4 and 5 and Oak class year 6. We also have wrap around provision before and after school.

There is a nursery building on site, enabling staff from both settings to work closely together for the benefit of the children. We have a well-established induction programme in place which ensures that the children transferring to us from nursery settle in quickly. We work closely with other local schools, which are all part of BDMAT and this allows our small school to effectively meet the needs of its community, enabling specialist resources, teachers, learning support assistants and equipment to be shared, as well as visits and

workshops to be organised jointly. Transition activities ensure the year 6 children are well prepared for their move to the High School; the majority of our pupils transfer to the outstanding Polesworth High.

Our strong links with the church, local community and external organisations ensure that our children receive a broad range of experiences within the school day and at before and after school clubs, allowing pupils to *live life in all its fullness*.

## School statistics

### Warton Nethersole's C of E Primary School

Attendance figure for 2018-2019: 96.07%

Numbers on roll: 158

Staffing number: 28 in total

SATs results for 2019:

**KS2:** Reading 58% ARE (21% achieving higher standard)

Writing 68% ARE (0% greater depth)

Maths 79% ARE (16% achieving higher standard)

GPS 74% ARE (21% achieving higher standard)

**KS1:** Reading 83% ARE (21% GD)

Writing 79% ARE (4% GD)

Maths 79% ARE (17% GD)

**Phonics:** 75%

Last inspection reports:

**Ofsted** April 3<sup>rd</sup> 2019 - Good

**SIAMS** June 25<sup>th</sup> 2015 - Outstanding



## Information about BDMAT

Warton Nethersole's C of E Primary School is part of the Birmingham Diocesan Multi-Academy Trust (BDMAT) and therefore will be supported by and connected with a network of Church of England schools within the region. The Trust was established in 2017 by Birmingham Diocesan Board of Education, which has a strong track record of providing excellent educational provision and achieving rapid school improvement across all phases. The Trust currently has 16 schools, all primary, spread across three local authority areas; Birmingham City (9 schools), Warwickshire (6 schools) and Solihull (1 school). The Regional School Commissioner has recently given permission for Lady Katherine Leveson Primary school to join us in September 2020. In addition, we are building our first secondary school, Christ Church CofE Secondary Academy which is due to open in Yardley Wood in September 2021. Our plan is to increase initially to twenty schools including a brand-new secondary school due to open in 2021.

The vision of the Trust is to ensure pupils have 'life in all its fullness'; providing an education that will offer a wide range of opportunities and experiences within a Christian framework.

The BDMAT board consists of Members and Directors with committees to support and challenge the leadership team and local governing body of Austrey and Newton Regis.

### **BDMAT's mission is:**

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good work / life balance and are fulfilled in their roles.

### **BDMAT's strategic aims:**

Education is led by BDMAT's vision and values, and for our Church of England schools these are embedded within a Christian ethos

We work in partnership with parents and carers to promote pupils' social, moral, spiritual, cultural and physical development within happy and caring environments



Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment

Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements

Our schools are at the heart of the communities that they serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support their community

Working in partnership with parents and carers, we promote pupils' intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly

All of our schools are graded at least 'good' by Ofsted or are improving quickly towards achieving 'good' at the next inspection

The practice of staff is enhanced by high quality professional development and performance management systems

The Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff

The Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils



## Christian Ethos

The Church of England, and the Birmingham Diocesan Multi-Academy Trust, believes that every child is unique and deserves the very best education, and therefore we believe that education should be provided for pupils that allows:

### **Educating for Wisdom, Knowledge and Skills**

Church of England schools provide excellent academic education, and enable every individual to know ***how*** to apply those skills.

### **Educating for Hope and Aspiration**

In Church of England schools, education goes beyond the classroom and affects every part of our pupils' lives. Through ongoing pastoral support for young people and their families, Church of England schools aim to encourage confidence, generosity and compassion, and to equip every individual to engage effectively with those around them and the wider world.

### **Educating for Community and Living Well Together**

Church of England schools are places where collaboration, teamwork and respect for each other are valued and prioritised within the school life. A Church of England school is a safe environment where people respect and care for each other, behave well and share the belief together we can achieve more.





## Job description: Headteacher

Responsible to the Chief Executive Officer

*Birmingham Diocesan Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.*

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### Core Purpose

The Headteacher shall carry out the professional duties as described in the School Teachers' Pay and Conditions Document and would be expected to have considered these in relation to the school where you are based.

The Headteacher is accountable to the Local Academy Body and the CEO for ensuring the educational success of the schools within the framework of the schools' and BDMAT's strategic plans. The Headteacher will provide professional leadership and management to the schools and must establish a culture that promotes excellence, equality and high expectations of all pupils. The Headteacher will support and promote the Christian distinctiveness of the schools and the aims of BDMAT.

### Responsibilities

*To be accountable to the CEO for:*

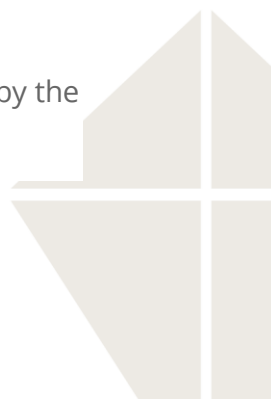
- Supporting and promoting the schools' Christian distinctiveness and preparing the schools for SIAMs inspections;
- Supporting and promoting BDMAT's vision, values, aims and goals including our specific strategic aims as follows:
  - Education is led by BDMAT's vision and values, and for our Church of England schools these are embedded within a Christian ethos.
  - We work in partnership with parents and carers to promote pupils' social, moral, spiritual, cultural and physical development within happy and caring environments.



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- Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment.
  - Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.
  - Our schools are at the heart of the communities that they serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support their community.
  - Working in partnership with parents and carers, we promote pupils' intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.
  - All of our schools are graded at least 'good' by Ofsted or are improving quickly towards achieving 'good' at the next inspection.
  - The practice of staff is enhanced by high quality professional development and performance management systems.
  - The Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff.
  - The Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils.
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- Ensuring a daily act of Collective Worship takes place at each school, seated in the Christian tradition;
  - Working towards meeting all key performance indicators set for the schools by the BDMAT board and the Local Academy Board (LAB);





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- Ensuring the effective implementation and embedding of the agreed vision, principles and policies within the schools;
- Providing leadership across all aspects of the internal organisation: professional leadership, management and control of the schools;
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the schools' work;
- Having the line management responsibility for the Deputy Headteachers as well as the line manager for the administration and site leaders;
- Promoting excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole-person as well as academic);
- Ensuring that a high-quality educational experience is available for all children;
- Creating a positive culture of support and high expectations, in order to achieve the schools' and BDMAT's Strategic School Development Plan, raise standards and improve the quality of teaching;
- Ensuring that teaching in all year groups is at least 'good';
- Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion;
- Ensuring effective and appropriate pastoral support is available to children and staff in the schools, including for their mental well-being;
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment;
- Keeping informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant and inspirational and contributes to outstanding educational and whole-person outcomes;
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence;



- Developing an inclusive and supportive approach so that the school is a place where all children and the wider school community feel welcome;
- Managing and organising the school environments efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensuring that the allocation and use of accommodation within the schools provides a positive learning environment that promote the highest achievement for all;
- Following the requirements of the latest version of the Academies Financial Handbook;
- Promoting, embedding, securing and monitor all agreed school and BDMAT policies.

### **Leading Learning and Teaching**

- Drive and inspire a passion for learning in every member of the schools' communities;
- Provide a model of outstanding practice to all staff in teaching and school leadership;
- Secure and sustain effective teaching and learning throughout the schools by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups;
- Build a collaborative learning culture within the schools and actively engage with other schools within the wider BDMAT family to build effective learning communities, especially those within the Warwickshire Hub;
- Work with all staff to build effective teams;
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;

- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below;
- Ensure the effective and consistent implementation of the Teachers' Appraisal Policy and other systems of quality assurance and professional development of teachers;
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process;
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school and the wider BDMAT family;
- Develop capacity, through coaching and mentoring members of the SLT;
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development.

### **Managing the Organisation**

- Produce and implement clear, evidence-based improvement plans and policies for the development of the schools and their facilities;
- Advise Governors on the formulation of the annual budget in order that the schools secure their objectives;
- Receive and approve the school budgets in order to ensure that the schools meet their objectives;
- Manage the financial and human resources effectively and efficiently to achieve the educational goals and priorities;
- Seek opportunities to invite parents and carers, community figures and those from the wider BDMAT family, business or other organisations into the schools to enhance and enrich the schools and value to the wider community.

### **Developing Self and Working with Others**

- Treat everyone within the schools and the wider community fairly and equitably;





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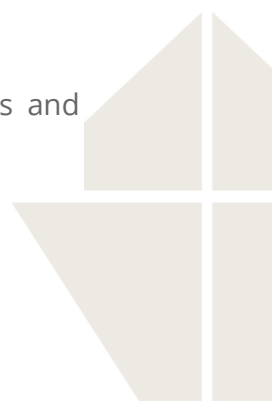
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance in accordance with Trust / school appraisal and capability policies and procedures;
- Ensure a high standard of professional development for all staff and for self, including attending all mandatory training events;
- Work with the SLT to recruit and retain staff of the highest quality, in line with Trust policy and safer recruitment procedures;
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided;
- Challenge, motivate and empower others to attain ambitious outcomes;
- Regularly monitor the budget for the schools and the use of resources.

## **Securing Accountability**

- Work with the Local Academy Body (LAB) to enable them to meet their responsibilities;
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Develop school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Develop and present a coherent, understandable and accurate account of each school's performance to a range of audiences including governors, parents and carers;
- Reflect on personal contribution to school achievements and take account of feedback from others.

## **Strengthening Community**

- Build school cultures and curriculum which takes account of the richness and diversity of each school's community;



- Ensure learning experiences for pupils are linked into and integrated with the wider community and within the BDMAT community of schools;
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

### **Shaping the Future (Strategic Leadership)**

- Work with the SLT, LAB, and Trust to develop the shared vision and strategic plans for the schools, which is responsive to the communities it serves. At the core of this should be the educational and personal development of the pupils;
- Work with the Trust, Governors and staff to define and implement each school's vision and strategic direction so that it is understood and acted upon by all stakeholders;
- Work within the school communities to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement;
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong educational environment;
- Ensure the school achieves their performance targets;
- Demonstrate the vision and values of the schools in everyday work and practice;
- Motivate and work with others to create a shared culture and positive climate;
- Promote the schools and develop effective and productive relationships with a wide range of stakeholders;
- Secure the commitment of parents and the wider community to the vision and direction of the schools.

### **Equal opportunities**

- Take responsibility, appropriate to the post, for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.



### **Safeguarding children and Safer Recruitment**

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the schools and BDMAT, in line with national requirements;
- Ensure that all policies and procedures adopted by the LAB and BDMAT are fully implemented and followed by all staff;
- Ensure that sufficient resources and time are allocated to enable the designated persons and other staff to discharge their safeguarding responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

### **Health and Safety**

- Work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the schools;
- Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

### **Data Protection**

- Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act (2000).

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed. The work of all MATs and schools change and develop continuously which in turn, requires employees to adapt and adjust. The





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functions/responsibilities above should not therefore be regarded as immutable but may change commensurate with the grading of the post. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation. Any major changes will involve discussion and consultation, which if wished, may involve a Trade Union/Professional Association representative.





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## Person specification

Category	Essential	Desirable
1. Christian ethos	<ul style="list-style-type: none"> <li>To actively support and develop the schools' and Trust's Christian ethos</li> </ul>	<ul style="list-style-type: none"> <li>Experience of effective senior leadership in a primary Church of England school</li> <li>To be a practicing Christian</li> </ul>
2. Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A 'good' degree from a recognised university</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> </ul>
3. Experience	<ul style="list-style-type: none"> <li>Proven track record of successful Senior Leadership in a primary school as a Deputy Headteacher, Assistant Headteacher or Head of School</li> <li>Experience of providing high standards of pastoral care</li> <li>Experience of curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and/or school leadership experience across the Academy/maintained sectors</li> </ul>
4. Professional Development	<ul style="list-style-type: none"> <li>Ability to identify own learning needs and to support others in identifying their learning needs</li> <li>Experience of working with other schools/organisations /agencies</li> <li>Experience of leading / co-ordinating professional development opportunities</li> </ul>	
5. Strategic Leadership	<ul style="list-style-type: none"> <li>Ability to articulate and develop the Trust's vision and Christian ethos</li> <li>Evidence of having successfully translated a Christian vision into reality at whole-school level</li> <li>Ability to inspire and motivate staff, pupils, parents and governors to achieve the Trust's aims of the schools and meet their high expectations</li> <li>Evidence of successful strategies for implementing whole-school plans</li> <li>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets</li> <li>Knowledge and experience of what constitutes quality in primary provision, the</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of and compliance with the Financial Handbook</li> </ul>



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	<p>characteristics of effective schools and strategies for raising standards and the achievement of all pupils</p> <ul style="list-style-type: none"> <li>• Understanding of and commitment to leading on the safeguarding of pupils and staff</li> <li>• Ability to build and maintain good relationships with a range of stakeholders</li> </ul>	
6. Teaching and Learning	<ul style="list-style-type: none"> <li>• Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all pupils at the schools</li> <li>• A secure understanding of assessment strategies</li> <li>• Experience of effective monitoring / evaluation of, and intervention in, teaching and learning</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• High quality teaching skills</li> <li>• Up to date knowledge of current external accountability frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a provider of professional development to other teachers</li> </ul>
7. Managing Staff	<ul style="list-style-type: none"> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of working with governors/trustees to enable them to fulfil their responsibilities</li> <li>• Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising</li> <li>• Successful involvement in staff recruitment, appointment /induction</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities</li> </ul>
8. Accountability	<ul style="list-style-type: none"> <li>• Ability to communicate school performance effectively, orally and in writing to a range of audiences</li> <li>• Experience of whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and governors</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of offering challenge and support to improve performance</li> <li>• Experience of leading sessions to inform parents and carers on aspects of school performance</li> </ul>



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	<ul style="list-style-type: none"> <li>• Awareness of DfE performance measures applicable to the school</li> <li>• Experience of school inspection via Ofsted or Independent Schools Inspections</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of SIAMS</li> </ul>
9. Personal Attributes	<ul style="list-style-type: none"> <li>• Ability to diagnose and intervene wisely when solving problems</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others</li> <li>• Empathy with pupils/pupils</li> <li>• Excellent communication and negotiation skills</li> <li>• Excellent presentational skills</li> <li>• Stamina and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to manage public relations effectively including high profile contexts</li> </ul>

