



Headteacher Candidate Information Pack



East Herrington Primary Academy

A partner in



Dear Applicant,

Thank you for your interest in becoming Headteacher of East Herrington Primary Academy, a partner in Balmoral Learning Trust.

The Trust, together with the Local Governing Body of East Herrington Primary Academy, are seeking to appoint a Headteacher to further develop and grow the success that has been achieved by all members of the existing team. As Headteacher you will take full responsibility for the leadership, management and development of East Herrington Primary Academy working with the full support of the Trust.

Directors and Governors are looking for a dynamic leader who can deliver excellence in a challenging and demanding educational environment. A leader who has vision and initiative to build on current successes and to continue to drive East Herrington Primary Academy forward. We need someone who believes passionately in putting pupils at the core of school development and will contribute and encourage staff to develop their skills and expertise.

Our Headteacher will be highly visible and approachable; an excellent communicator who will be at the heart of our school community.

Balmoral Learning Trust is a multi-academy trust that strives to provide an outstanding educational experience for all of its pupils. At present there are two strong schools in the Trust: East Herrington Primary Academy and Hetton Lyons Primary School. Both schools are graded 'Good' by Ofsted and have many outstanding aspects. The Headteachers of both schools work closely together and we have established a Headteacher Board which allows them to have a real influence on the further development of both schools and the Trust. In the future they will be joined on the Headteacher Board by the Headteachers that subsequently become partners in our Trust.

At present the Headteacher Board plans a range of opportunities for staff of both schools to work together and to share best practice, including the joint planning of further professional development for all staff. This strategic role will develop further as we seek to build on these strengths and move the schools and the Trust forward. This is a really exciting time for the development of East Herrington Primary Academy and the Trust, and the new Headteacher will be crucial in this development. It is through this partnership that we move towards educational excellence.

We would encourage you to come and visit us and see the school prior to application. To enquire about a visit please telephone the main school office on 0191 5535986.

The closing date for applications is 5:00 pm on Friday 2nd March 2018.

Completed application forms should be emailed to Alison Hodgson - alison.hodgson@balmorallearningtrust.co.uk

Assessments and interviews are scheduled to take place on 19th and 20th March 2018.

Thank you for your interest in our school.

Yours faithfully,

Peter Chapman
Chair of Directors
Balmoral Learning Trust

Alison Hodgson
Chief Executive
Balmoral Learning Trust

Alan Wright
Chair of Governors
East Herrington Primary Academy

About you:

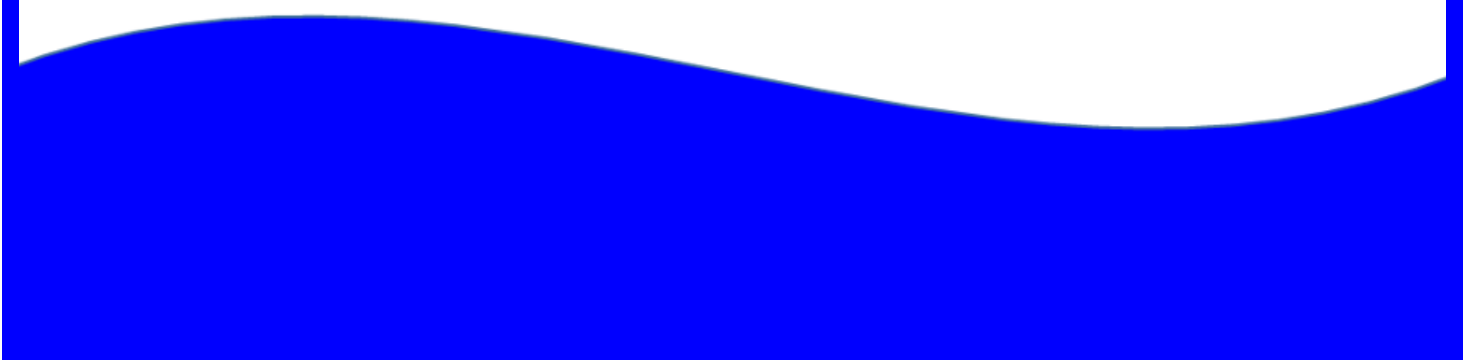
We want a Headteacher who supports our values of quality and excellence because we have high expectations for everyone and everyone deserves the best. The Headteacher therefore:

- is ambitious for every child;
- is passionate about creating an aspirational learning culture in which every child can become a lifelong learner;
- has the leadership skills to inspire and empower others in their teaching and learning practice;
- has the resilience and perseverance to continue our school on its outstanding journey;
- is prepared to work in partnership as a member of Balmoral Learning Trust Headteacher Board to ensure that all of our schools enjoy success.

We want a Headteacher who supports our values of high standards because we aim for achievement for all and our actions make children's aspirations a reality. The Headteacher therefore will:

- put the children's well-being and learning at the heart of everything that they do;
- continue to develop the curriculum to ensure that it excites and motivates children's learning;
- sustain the development of teaching and learning practice, ensuring that all staff are high performing and capable of delivering first class teaching and learning;
- demonstrate excellence in leadership and support the vision and ethos of Balmoral Learning Trust.

We want a Headteacher who safeguards our children and ensures everyone works together to support their emotional health and wellbeing. The Headteacher therefore will:

- play a vital role in the school community by nurturing relationships with parents and carers;
 - work with other professionals and universal agencies to ensure the needs of all our children are met in a timely and appropriate manner so that gaps in progress can be rapidly closed;
 - actively pursue a strategic improvement agenda;
 - collaborate with the Local Governing Body and the Chief Executive Officer of Balmoral Learning Trust to shape the future of East Herrington Primary Academy.
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About the Role:

Key Responsibilities

To provide dynamic and strategic direction, leadership and accountability at East Herrington Primary Academy in respect of all aspects of Teaching and Learning.

To contribute towards outstanding outcomes for all pupils in Balmoral Learning Trust by providing the day to day leadership of a single school. The Headteacher will contribute towards, promote and support the vision and direction of Balmoral Learning Trust.

To contribute to the strategic direction of Balmoral Learning Trust through their active involvement on the Headteacher Board, taking forward strategic initiatives as agreed.

The duties outlined within this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Chief Executive Officer, in consultation with the post holder, to reflect or anticipate changes in the job function.

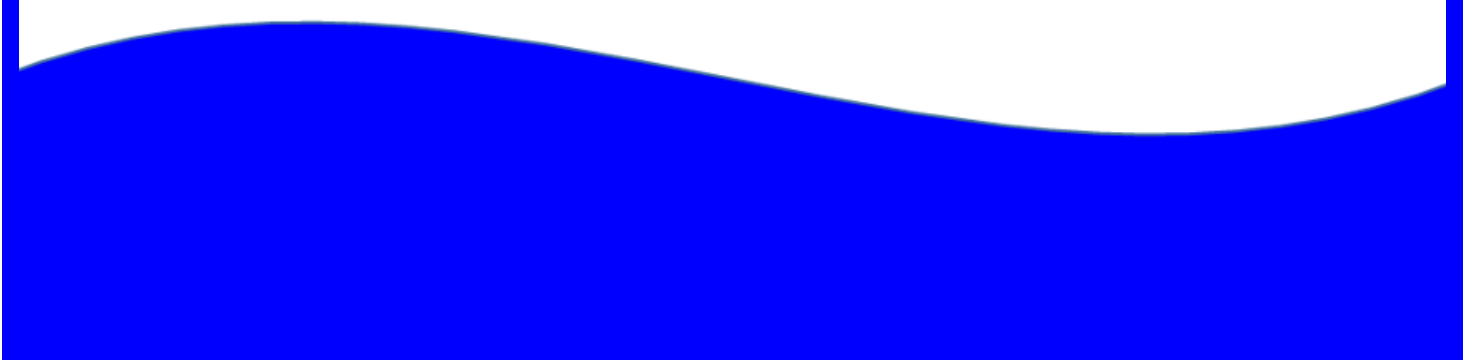
Leadership Responsibilities

- Accountable for ensuring the vision of Balmoral Learning Trust is implemented and embedded effectively within East Herrington Primary Academy.
- Accountable for the effective day to day leadership, management and internal organisation of the school.
- Work collaboratively with the other academies within the Trust and be an active member of the Headteacher Board.
- Effectively complete the requirements for performance management of staff.
- Coach, mentor and motivate staff to build a culture of high commitment, standards and drive for success.
- Liaise with the Chief Executive Officer and Governors (members of the Local Governing Body) in the recruitment and selection of teaching and support staff.
- Create and maintain good working relationships amongst all members of the school community.
- Work with a range of stakeholders developing high quality reporting to governors, accepting challenge, working with evidence based outcomes to determine improving outcomes for pupils.
- Manage the school's delegated budget in line with the Trust's financial procedure, school improvement plan and strategic vision.
- Ensure effective and efficient use of existing resources, and the securing of additional resources, for East Herrington Primary Academy and Balmoral Learning Trust as appropriate.
- Ensuring all Trust and Academy policies and procedures (including safeguarding policies and procedures) are rigorously followed by staff and students.
- Ensure that all relevant Academy policies are regularly reviewed and updated.

Leading Teaching and Learning

- Be accountable for leading on teaching and learning across East Herrington Primary Academy, delivering high quality learning opportunities and the highest possible outcomes for children.
- Ensure that statutory requirements for the National Curriculum and Balmoral Learning Trust's Funding Agreement are met and that all children are enabled to access a broad, balanced and relevant curriculum, in accordance with the vision of the Trust.
- Ensure that all children make optimal progress, even where there are barriers to learning, through excellent systems and provision for all.
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place.
- Ensure that there is an effective and rigorous system for assessing, recording and reporting of children's progress towards targets and outcomes.
- Effectively implement and frequently review the school behaviour policy to ensure a safe and harmonious learning environment, embedding effective practices across the school.
- Ensure pupil well-being is high priority and determine practices which will ensure all pupils are supported.

General Duties

- Understands, accepts and follows the Academy's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults.
 - To be a Safeguarding Lead within East Herrington Primary Academy and report all matters of concern in line with the Academy's procedures.
 - To contribute to, support and promote the philosophy and actions of the Balmoral Learning Trust as it seeks to deliver its excellence agenda for its pupils, staff and stakeholders.
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Person Specification

The following criteria will be used for selection purposes:

Qualifications	Essential / Desirable
Qualified to degree or equivalent	Essential
Qualified Teacher Status	Essential
Evidence of recent and continued professional development in school leadership and management	Essential
Evidence of recent and continued professional development in teaching	Essential
NPQH Accreditation (Applicant must be prepared to complete this qualification)	NPQH Desirable

Knowledge and Experience	Essential / Desirable
Has worked in more than one school	Desirable
Understands the challenges of education	Essential
Understanding and experience of leading, organising, developing and motivating staff	Essential
Experience of leadership and management in a primary school	Essential
Demonstrates the ability to use performance data and wider evidence to identify, formulate, implement, monitor and evaluate school improvement plans.	Essential
Has a track record of raising standards	Essential
Teaching experience across at least 2 key stages	Desirable
A knowledge of safeguarding procedures (applicant must be prepared to complete any statutory safeguarding training)	Essential
Experience of school finance and budgets including Pupil Premium, SEN and School Sport Funding	Desirable
Knowledge or understanding of the academy trust agenda	Desirable

Skills	Essential / Desirable
Excellent written and verbal communication skills and ability to present to different audiences	Essential
Excellent organisation and delegation skills	Essential
Ability to empathise with and build positive relationships with children, parents, all staff and volunteers and other relevant stakeholders including the local community	Essential
Ability to work under pressure and meet deadlines whilst maintaining a sense of perspective	Essential
Sound knowledge of the primary curriculum	Essential
Knowledge of the present national agenda and focus	Essential

Personal Qualities	Essential / Desirable
Commitment to inclusivity	Essential
Able to communicate with children at their level	Essential
Able to see the potential in all children and to bring out the best in them	Essential
Commitment, integrity, honesty, flexibility and enthusiasm	Essential
Open and approachable	Essential
Collaborative	Essential
Ability to work in partnership with colleagues	Essential

Additional Information about East Herrington Primary Academy:

- East Herrington Primary Academy is larger than the average size primary school, catering for 480 pupils. It has a very distinctive ethos which promotes a strong atmosphere of care and support for all pupils.
- The Leadership Team consists of a Headteacher and 3 Assistant Headteachers. There is an Assistant Headteacher in each Key Stage of the school and this has had a positive impact on staff accountability and raising standards. Governors are committed to the school, its values and ethos. They hold leaders to account at all levels.
- In March 2016, East Herrington Primary Academy converted to become a multi-academy trust, with sponsor school capacity. In July 2017 a good school, Hetton Lyons Primary School, joined the Trust. This has given excellent opportunities for staff across the schools to work together and share best practice. The Leadership Teams of the schools in the Trust meet monthly and have recently produced a document that identifies writing non-negotiables and expectations in each year group. This document is used for moderation of work and as a reference point during work scrutiny ensuring consistency across the schools. We have developed termly moderation meetings that now include 6 schools where staff from each year group meet with colleagues from the other schools and review the children's work. This is having a very positive impact on standards and raising expectations in all of the schools involved in this work.
- The percentage of pupils who have disabilities and/or special educational needs is average and increasing, with a particular increase in ASD. Across the key phases at East Herrington Primary Academy there are 4 pupils with Educational Health and Care Plans. To ensure that all pupils access an appropriate curriculum staff have worked with specialist professionals, following their advice and guidance. This has resulted in developing individual staff ability to make appropriate adaptations for most children and can be seen in pupils being regulated and in a position to learn. EHPA is fully inclusive.
- The level of pupil stability is generally high, but lower in our current Year 6 cohort.
- Attainment on entry is below average with the main areas of concern relating to CLL and PSE.
- The percentage of pupils eligible for the free school meals is average (Q3) and levels of deprivation are greater than the national average (Q2). Since the introduction of universal FSM for Infant children the number of applications for FSM has declined.
- In February 2016 East Herrington Primary Academy was awarded a local Pupil Premium Award. We were selected as we are one of the high achieving schools in the country, in terms of attainment and progress of disadvantaged pupils. This is due to the knowledge all staff have of individual pupils and the support that is put in place when any child needs it to secure their understanding.
- The curriculum has been reviewed in light of the revised National Curriculum and national assessment to create engagement, challenge and rigour. Staff CPD programmes have been implemented to support this. One focus has been the development of mathematics to support the application of skills and a practical approach to enhance pupil understanding. This has been enhanced by using Inspire Maths. This has had a positive impact on pupil outcomes: results in 2017 continued to be well above national average with 88% of Y6 pupils achieving the expected standard and the 35% achieving a higher standard. In Writing 90% of the pupils achieved the expected standard and in reading 85% achieved the expected standard and 41% the higher standard.
- Sport and music are very important in our school.

- Pupils' behaviour, including behaviour for learning, is at least good and frequently outstanding.
- The pupils are offered a range of curricular and extra-curricular experiences that enhance learning, develop self-esteem and independence preparing pupils for the next phase of their education.
- East Herrington Primary Academy is a good school that strives to be outstanding.

East Herrington Primary Academy has achieved the following quality marks:

- Investors in People October 2015
- School Games Gold Award Summer 2016 and Summer 2017 for the commitment to, and development of, competition, school sport and physical education.
- UNICEF Rights Respecting School
- Anti-bullying award
- the 'Good Diabetes Care in School Award' reflecting the high quality care that staff give to individual children.
- Eco School Bronze Award Autumn 2017

The following information helps to identify what makes us special:

Curriculum

The planned curriculum reflects the National Curriculum 2014 with a focus on skills development and aims to develop the skills attitudes and habits of effective learners leading to an increase in achievement whilst developing the pupils' responsibility for their own learning. The development of curriculum links gives the children the opportunity to apply basic skills in a relevant context. The teaching of basic skills in English and Maths are taught in discrete sessions, however these are also taught where appropriate in foundation subjects. A focus for 2017/18 is to ensure that when basic skills are applied in foundation subjects they reflect the year group expectations.

Staff have reviewed the curriculum in line with the amended National Curriculum, making cross curricular links where appropriate and having a clear focus on the development and application of basic skills. During 2016/17 we further developed the curriculum by linking good quality reading texts with a range of curricular topics. We are also supporting pupils' wellbeing and resilience through the identification of a mental health and well-being lead. This individual will work alongside the PSHE co-ordinator to develop a whole school curriculum that supports children in becoming respectful, resilient, tolerant and mindful confident. We will also be working closely within a cluster of professionals to further develop staff skills in identifying mental health and well-being issues, and supporting children and families both with school and alongside other agencies. In addition, pupils take part in local and national events, as well as circle time, which all support pupil resilience and well-being.

Music

Music plays an important part in our Academy. More than 50% of the children from Year 1 – Year 6 are learning to play a musical instrument. The instruments that are played include violin, clarinet, keyboard, guitar, drums, harp, recorder, double bass, cornet, cello and the chalumeau clarinet.

Singing is well developed throughout the school. The choir are well known and invited to sing at a range of local events. They were awarded the 'City Sings' trophy at the Sunderland Empire in March 2014 and primary school winners in March 2015 acknowledging the extremely high standard of their music. They were also awarded second place in the North East Choir of the Year 2017. They sang at the Festival Hall in Birmingham in July 2014, July 2015, July 2016 and in July 2017 at a Music for Youth festival representing the Sunderland.

The Choir were identified as 1 of 18 schools to take part in a national competition at the Festival Hall in London in February 2016 where they achieved 2nd place in the Under 12s category. In

November 2016, the choir were selected to sing at the Junior Proms held at the Royal Albert Hall. They sang at a Music for Youth competition at the SAGE Gateshead in January 2016 and were selected to sing at Durham Cathedral in 2016 and 2017 as one of the top North East primary choirs. In March 2017 they showcased their work at the Northern Proms held at the Gala theatre in Durham showing other schools in the area their skills and achievements. This term, Spring 2018, the choir are singing at the Symphony Hall London, The Sage Gateshead and Durham Cathedral.

These events give many of our students an opportunity to perform in front of an audience, develop their skills to a very high standard and an opportunity to be very proud of their achievements.

P.E. Sport / Extra-curricular activities:

Children's fitness and well-being have a high profile in school. High standards are achieved in a range of sports and pupils access a range of sporting competition, including swimming, gymnastics, football, netball, basketball, tennis and athletics.

The additional funding for the development of sports has been used to:

- employ a skilled specialist to work alongside KS1 and EYFS staff to develop a basic moves curriculum;
- link with Farringdon Community Academy to access a range of specialists, extra-curricular activities and competitions;
- employ a range of coaches to offer extra-curricular sporting activities, (football, cheer leading, gymnastics, Zumba);
- employ a gymnastics coach to support the teaching of gymnastics in some KS2 year groups.

An identified group of children take part in a Change4Life programme twice a week. We work closely with our link secondary school, Farringdon Community Academy to ensure pupils have access to high quality PE. The aim is for the above actions to impact positively on children's fitness and standards in PE. The activities, curriculum and commitment of the school to sport has been acknowledged as the school has recently achieved the School Sport Active Mark Gold award.

East Herrington Primary Academy was the first school to receive the Great Active Sunderland School Charter Mark and achieve Gold standard. The Great Active Sunderland School Charter has been developed to be a celebration of a school's contribution to four key areas including PE, sport, physical activity and its role in the community. The Charter provides a measure of a school's performance over these four key areas and results in a recognised accreditation.

Pupil Voice

The School Council is elected by the pupils and meet regularly with an identified member of staff. The School Council is a voice for the pupils and a space where they can discuss any concerns with their peers. The School Council initiated a Buddy System to support vulnerable pupils, particularly during break times.

Pupil Premium

Pupil Premium funding is used to support small group and individual intervention, to fund educational visits to extend pupils' range of life experiences, to pay for music lessons and extra-curricular activities. Across the school, the progress of 'Pupil Premium' students compared to 'non-Pupil Premium' is carefully monitored and the impact of the interventions evaluated. In 2016 EHPA received a Pupil Premium Award as we were identified as one of the high achieving schools in the country in terms of disadvantaged pupils since 2011. This is due to the opportunities that we give pupils, high expectations for all and the knowledge staff have of individual pupils.

SEN

East Herrington Primary Academy is a truly inclusive school. All pupils' individual needs are considered and support is provided where appropriate. We aim to develop the independence of all pupils to prepare them for the next stage of their education.

Extended services

The Breakfast and After School Club offers childcare for children up to 11 years of age daily during term time from 8:00 - 8:50 am and 3:15 - 6:00 pm. This provides a safe and stimulating environment for children so parents can access employment and training. The Governing Body manages this. This facility also enables children to access more opportunities for social interaction.

The Academy has Investors in People status reflecting the importance placed on professional development of all staff.

We offer 30 hours in nursery for eligible parents plus access to Breakfast and After School provision.

Links with Other Schools

The Trust CEO is a Local Leader in Education and has mentored newly appointed Headteachers in a number of different schools across Sunderland. East Herrington Primary Academy works very closely with Hetton Lyons Primary School the other school in Balmoral Learning Trust. We lead a moderation group of 6 schools and meet at least termly to monitor pupils' standards.



Additional information about Balmoral Learning Trust

Joining a forward looking Multi Academy Trust

A key aim of Balmoral Learning Trust is to engage high performing schools in partnership working. We accept that each school will be at a different starting point in their journey of improvement and we will work collaboratively with them to achieve the best possible outcomes for children.

Our improvement and development approach is for schools to support schools. Our engagement with the schools will focus on the following approach:

- Communicating the benefits of being part of Balmoral Learning Trust
- Proactive engagement with the Headteacher Board
- A Scheme of Delegation enabling Local Governing Bodies of Good or Outstanding Schools to continue to lead and manage the school with a focus on pupils and the quality of the pupils' education and the community that they serve
- Opportunities for staff from different schools to work together to share best practice, develop the curriculum and moderate work
- CPD for all staff including shared CPD opportunities
- Stability in a fast changing educational environment
- Access to shared services and economies of scale

Earned Autonomy

The Directors of Balmoral learning Trust believe that the best results will be achieved when each individual academy / school Local Governing Body receives the level of responsibility and autonomy that is appropriate to their specific circumstances. Where a school is not yet good or outstanding there will be close supervision of the academy / school by the Trust through the CEO, Leadership Team and consultants. Those that are good or outstanding will receive light touch supervision and support so that the Local Governing Body will operate with maximum autonomy.

School Improvement Strategy

Our aim is to maximise pupils' potential, enhance their self-esteem and ensure that they move forward to the next phase of their education well prepared, confident and resilient. Schools within Balmoral Learning Trust have identified 5 key objectives for development and these will underpin the improvement work that is undertaken. The 5 key objectives for development are:

- Outstanding outcomes for all pupils
- Confident pupils
- Outstanding academic provision
- Teaching excellence
- Ensuring provision for different learners

The 5 key objectives above will be reflected in each school's individual Improvement Plan. Each school in the Trust will include in their Improvement Plan:

- Truly exceptional performance – what will this look like in each school?
- Distinctive contribution – what will schools contribute to children that is special, what do all children have a right to experience before they leave a Balmoral Learning Trust school?
- Enduring impact – how do we know that we are making a difference?

When schools plan for the above they should consider Balmoral Learning Trust values that are identified in 'Roots, Branches and Leaves' Each school within the Trust will deliver outstanding outcomes for all pupils with a clear focus on: **Excellence; inclusion; equality of opportunity.**



Vision:

“A diverse partnership of schools achieving learning and excellence for all”

Roots:

Collaboration not competition

Individuality not conformity

Simplicity not complexity

Challenge not confrontation

Branches:

- | | | |
|--------------|---|---|
| Quality | - | because everyone in the Trust deserves the best |
| Excellence | - | because we have high expectations for everyone |
| Delivery | - | because actions make aspirations reality |
| Standards | - | because they represent achievement for all |
| Safeguarding | - | safe people, safe places, safe buildings, safe children |

Leaves:

- | | | |
|----------------|---|--|
| Learning | - | first class learning opportunities for all |
| Leadership | - | exceptional leaders in exceptional schools where leadership is not a position or a title but an action and an example. |
| Enjoyment | - | valuing our people and having fun. Others enjoy working with you. |
| Inspiration | - | seeing the possible not the actual |
| Equality | - | all valued and respected |
| Responsibility | - | relentless willingness to see things through, 'see it and sort it' |
| Integrity | - | no fear, no blame, no excuses |
| Environment | - | nurturing, enriching, inspiring and safe |
| Accountability | - | being open and transparent |



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