



**BISHOP
BARRINGTON**
Academy

Headteacher

Start Date: April 2025 (Negotiable)

**OPENING DOORS
TO THE FUTURE**

Welcome from the Chief Executive Officer

The Advance Learning Partnership (ALP) is guided by a shared set of values, embodied in the ethos:

'Your child is our child'

Across our family of schools and staff, our unwavering aim remains constant:

'Excellent Education through Collaboration'

Across ALP we have an unrelenting drive to achieve the highest possible standards for each one of our children. All staff share best practice, seek opportunities to learn from others and understand that their professional development is fundamental to a child's success.

The ALP family of schools recognise each school as unique. The schools and their leaders share a Trust wide set of educational principles and then contextualise the principles into a working model to meet the needs of their children. The fundamental challenge of our school leaders is to ensure that the educational offer they provide must be of a standard that they would desire for their own child:

The Trust has established robust structures to support continuous leadership development, ensuring the highest educational standards are met. Collaborative networks across all subjects and themes are woven into our daily practice. ALP's approach is deeply rooted in evidence-based research and involves extensive collaboration with local, regional, and national educational bodies.

The Trust has a cohesive, centralised structure, consisting of a School Improvement Team, a Children's and Civic Services Team and a School Support Team. The School Support Team enables school leaders to maintain their focus on children and education, with specialists providing the security and foundations for the educational provision, whilst the School Improvement Team support, develop, and evaluate the schools and their leaders to ensure the life chances of every child are realised. The Children's and Civic Services Team creates a flexible educational framework, tailored to each child's unique circumstances, ensuring that all pupils—regardless of their challenges—thrive, achieve and are well-prepared for life beyond school.

In the coming years the Trust seeks to serve all educational pathways with professionalism, investment and shared ethical values. This will ensure the children within our care are successful and safe regardless of the challenges they may face in education and society. We have a proven record of accomplishment in delivering academic improvement. We are enormously proud of our schools, leaders, governors, teachers and support staff who serve the children so well. It is a privilege to work alongside so many dedicated and highly skilled peers who change lives each and every day.

Kelvin Simpson
Chief Executive Officer

The Role

The Headteacher will:

- Ensure high quality education for all pupils.
- Ensure the key elements of progress and achievement, quality of teaching, behaviour and safety and leadership are all of a very high standard.
- Oversee the smooth operations of this dynamic school ensuring an excellent local reputation and secure pupil recruitment.
- Oversee staffing and resource management to ensure the school is financially secure and operating within budget.

The expectations and standards required for this post are set out in full in the “Headteachers' standards 2020”.

The Person

- Inspirational and well-qualified teacher.
- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

Job Description

JOB TITLE	Headteacher
CONTRACT TYPE	Permanent
ACCOUNTABLE TO	Chief Executive Officer
GRADE	Leadership (ISR Range 25-31)
REQUIRED	1 April 2025 (Negotiable)

RESPONSIBILITIES OF ALL POST HOLDERS

ETHOS

Employees are expected to support and contribute to the school ethos.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

GENERAL EXPECTATIONS

Employees will:

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

SHAPING THE FUTURE

Critical to the role of the Headteacher is working to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Action:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

LEADING TEACHING AND LEARNING

The Headteacher will have central responsibility for raising the quality of teaching and learning and for pupils' achievement. This requires the setting of high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Action:

- Ensure a consistent and continuous school-wide focus on pupils' achievements, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels, ensure effective corrective action and follow up.

DEVELOPING SELF AND WORKING WITH OTHERS

The Headteacher will build a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher will support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, the Headteacher should be committed to their own continuing professional development.

Action:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engages other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

MANAGING THE ORGANISATION

The Headteacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are structured and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. The Headteacher should also seek to build a successful organisation through effective collaboration with others and seeking and responding to information, advice and guidance from relevant core services e.g. Finance, HR, IT, Governance, Children's Services, Estates etc.

Action:

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that policies and practices take account of trust based, national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and support them in managing their workload to achieve the vision and goals of the school.
- Implement successful performance management processes for all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and other relevant legislation e.g. employment, financial.

- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

SECURING ACCOUNTABILITY

With values at the heart of their leadership and a commitment to the Trust core policies and procedures, the Headteacher will have a responsibility to the whole school community.

In carrying out this responsibility, the Headteacher is accountable to a wide range of groups, particularly pupils, parents/carers and School governors. They are accountable for ensuring that pupils enjoy and benefit from high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The Headteacher is legally and contractually accountable to the Trust for the school, its environment and all its work.

Action:

- Fulfil commitments arising from contractual accountability to the Trust.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the School.
- Reflect on personal contribution to school achievements and take account of feedback from others.

STRENGTHENING COMMUNITY

The Headteacher will commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher must collaborate with other Trust academies if appropriate and other local schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The Headteacher shall share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Action:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other Trust academies, if appropriate and promoting innovative initiatives.
- Co-operate and works with relevant agencies to protect children.

CUSTOMER CARE

To continually review, develop and improve systems, processes and services in support of the school's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

VALUING DIVERSITY

To provide a supportive open environment where all employees have the opportunity to reach their full potential. To ensure that all stakeholders are encouraged to share in and reflect these values in their work and actions.

The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.

Person Specification

		Essential	Desirable
APPLICATION	A well-structured letter of application indicating interests and strengths in the subject.	*	
	Fully supported in references.	*	
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Qualified Teacher Status.	*	
	Ability to teach assessment classes.	*	
	A degree in a relevant subject.	*	
	Ability to use ICT as a learning tool.	*	
	Evidence of further CPD.	*	
	A clear understanding of keeping pupils safe in schools.	*	
	A post graduate qualification.		*
EXPERIENCE	Recent and relevant Continued Professional Development.		*
	Recent experience as a Principal/Headteacher or Deputy Headteacher of a Secondary school.	*	
	Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for pupils, staff and governors.	*	
	Track record of delivering and sustaining progressive improvements in achievement through quality of teaching and learning.	*	
	Experience of implementing a successful school-wide behaviour strategy that has supported learning and achievement.	*	
	Evidence of implementing and sustaining an effective inclusion strategy that has benefited pupils.	*	
	Experience of successful and robust budget and staff management.	*	
KNOWLEDGE & UNDERSTANDING	Experience of working in a multi-academy trust environment.		*
	Detailed knowledge of current curriculum and assessment issues.	*	
	Full knowledge of the current Ofsted framework.	*	
	Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets.	*	
	Up to date knowledge of innovation in educational legislation, research, policy and practice.	*	
	Knowledge and understanding of the role of the Governing Body and the Headteacher's accountabilities to this body.	*	
SKILLS AND ABILITIES	Up to date knowledge of legislation and best practice in school management and development.		*
	Knowledge of effective technologies to support teaching, learning and management.		*
	Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes.	*	
	Strong ability to present to a wide range of audiences.	*	
	Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.	*	
	High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities.	*	
	Strong resilience and mental toughness to operate in a challenging environment.	*	
	Readiness to seek and respond to advice and guidance.	*	
	Excellent collaborative working skills to perform effectively as part of the wider team of the Trust.	*	
	Expert and robust people management and leadership skills; to lead by example.	*	
	Determination to promote equality of opportunity throughout all aspects of school life.	*	
Ability to set, expect and monitor excellent standards.	*		
OTHER ATTRIBUTES	Strong ability and drive to achieve challenging personal and organisational goals.	*	
	Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice.	*	

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application Guidance

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the Trust by **9am, Wednesday 12 February 2025 addressed to:** the Chief Executive Officer. Interviews will take place on 19 and 20 February 2025.

Advance Learning Partnership
Whitworth Lane
Spennymoor
Co Durham
DL16 7LN

or by e-mail to alphr@alplearning.org.uk

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.