

Thomas Bullock Church of England Primary Academy



Headteacher Recruitment Pack



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Letter from the Chair of the Academy Local Governing Body

Thomas Bullock Church of England Primary Academy

Pound Green, Shipdham, THETFORD, IP25 7LF

Interim Headteacher: Mr Nick Southgate

Phone Number: 01362 820300

May 2019

Dear Prospective Headteacher,

As Chair of the Local Governing Body, I would like to thank you for your interest in our Headteacher vacancy.

Thomas Bullock Church of England Primary Academy is a lovely school with spacious grounds in this growing village of around 2250 people (2011 census). We joined the Diocese of Norwich Education and Academies Trust in November 2014 when our school became a sponsored academy.

Shipdham is centrally located in Norfolk, on the A1075 between the market towns of Watton and Dereham. Our pupils traditionally leave us to attend Northgate High School.

We are excited to be recruiting a new Headteacher, to lead us in achieving our ambition of being a securely good school. You can read our Ofsted report from September 2017, which judged the school to require improvement. We are looking for a Headteacher who will rise to the challenge of securing swift improvement and who will embrace the opportunities of working within a multi-academy trust and the levels of support and aspiration this brings.

As a primary school, we are looking for someone with a strong track record of leadership within the primary phase. Our school is well supported by the Thomas Bullock Trust (there are more details on our current school website), which gives a substantial yearly grant to enhance the creative curriculum. We believe that this gives scope for innovative thinking and, where appropriate, creative management. We have enthusiastic, happy children with engaged, interested parents and our local community is very supportive!

Are you the person we are looking for to take on the leadership of this academy? Can you inspire us to continue to improve? The children, staff and community would love to welcome you. The Local Governing Body will be delighted to work with you and look forward to this being the beginning of a strong and stable future.

Yours sincerely,

Jan Pierson
Chair of Governors



Letter from the Interim Headteacher

Thomas Bullock Church of England Primary Academy

Pound Green, Shipdham, THETFORD, IP25 7LF

Interim Headteacher: Mr Nick Southgate

Phone Number: 01362 820300

May 2019

Dear Prospective Candidate,

I would like to introduce myself as the Interim Headteacher at Thomas Bullock Primary Academy. The Headteacher vacancy here presents an attractive opportunity to lead and manage a school that has a positive future ahead of it.

The fabric of the building is good and affords excellent opportunities for teaching and learning. The beautiful grounds are extensive – where children can learn and play outside. This has recently been enhanced through the development of a large growing and environmental area complete with a polytunnel. Teachers are beginning to shape the curriculum to help support and reflect this.

The staff team are committed and hard working. They are looking forward to the next phase in the academy's development. There is a good mixture of age and experience across the team and an understanding that by working coherently the school can progress and develop.

Children are polite and well behaved. Families are supportive and want the best for their children. The Friends of Shipdham School (FOSS) group is active in its fundraising to provide enhanced opportunities for children and families. In addition to their efforts in school they also run a shop in the community!

Other opportunities come through support from the Thomas Bullock Trust. The Trust supports music tuition and funding for trips and educational activities for all children at the academy. As the new Headteacher you really can think creatively to provide children with a rich and varied experience knowing that this support is there.

Staff are actively supported through the DNEAT joint training offer, which provides an entitlement for staff across the academy at all points in their career. This includes opportunities to benefit from collaborative enterprise. Thomas Bullock has also benefitted from membership of the Viscount Nelson Education Trust (VNET) and engagement with the local Dereham cluster of schools.

If you would like to visit our academy, I would be delighted to show you around and tell you more – please contact the school office to arrange an appointment. We look forward to receiving your application.

With warm regards,

Nick Southgate

Interim Headteacher



Headteacher – Thomas Bullock Church of England Primary Academy

NOR: 195

Salary scale: L12-18

These are exciting times at Thomas Bullock Church of England Primary Academy. Although our last inspection judgement was ‘requires improvement’, we are rapidly improving provision in order to achieve a ‘good’ outcome next time around.

We want to accelerate into the next phase of our development and require a highly motivated and skilled individual to lead the way in a thriving community that cannot wait to work with you!

Thomas Bullock needs someone with the:

- **character** to ensure that personal virtues and organisational values enhance outcomes
- **passion** to focus relentlessly on what’s best for pupils in their context
- **initiative** to promote new and innovative ideas whilst sustaining what already works
- **ability** to develop outstanding educational provision that results in outstanding outcomes
- **willingness** to understand what the team has to offer and get the best from them
- **insight** to deploy additional resources wisely for the benefit of pupils
- **vision** to cultivate collaborative relationships with other academies in the Diocese of Norwich Education and Academies Trust (DNEAT) whilst establishing Thomas Bullock as a beacon of distinctiveness and excellence

You will be supported by the Diocese of Norwich Education Academies Trust (DNEAT). Ofsted (May 2018) reported that ‘*Headteachers speak highly of the value added to their provision through becoming part of the family of Trust schools*’ and that ‘*vacant posts are offered not just as jobs, but as career development opportunities*’ in a ‘*culture of collaborative learning*’ We can therefore offer you:

- peer to peer networking, collaboration, challenge and support
- geographically focussed development opportunities within a south western hub of academies including dedicated support from a key professional
- the security of working in a climate of shared accountability
- investment in your professional development and future career
- opportunities to contribute to the development of a growing organisation and trust-wide improvement initiatives
- access to a suite of core services that enable you to focus more on leading, teaching and learning
- a research-based approach to academy improvement that builds capacity from within
- a values-led approach that underpins the attitudes and behaviour of individuals and the family of Church academies

Don't miss the opportunity to find out more by reading our information pack and visiting our website at www.thomasbullock.dneat.org

We strongly encourage potential candidates to visit the school to experience what it has to offer, although understand that this may not be possible. Please contact Jennie Ward on 01362 820300 to arrange a visit.

We can also put you in touch with any DNEAT headteacher of your choice to find out what it is really like to be part of our truly collaborative multi-academy trust. Just ask Jennie!

The post holder will need to be able to communicate effectively in English both orally and in writing in order to undertake the requirements of the role.

This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Closing date: 24 June 2019
Interviews: 11 and 12 July 2019
Taking up post: 1 January 2020

For an application form please contact EPM Ltd, email: headship@epm.co.uk or download directly from school vacancies at www.epm.co.uk

Return completed applications to: headship@epm.co.uk



Thomas Bullock Church of England Primary Academy
Headteacher Selection Criteria/Person Specification

Qualification, Experience and Professional Development

- Qualified teacher status with practical understanding of the National Curriculum and assessment arrangements and current national developments.
- Relevant further leadership and management qualifications. (The NPQH or equivalent is desirable)
- Evidence of further appropriate professional development (In-Service Training).
- Evidence of impactful leadership and management within the primary age range.
- Evidence of successful teaching within the primary age range.

Academy Specific Knowledge and Professional Competencies

To demonstrate the capacity and commitment to:

1. Raise achievement, expectations and develop Assessment for Learning – and thus give this community pride and confidence in its academy
 - Nurture a strong sense of ‘team’ and a genuinely shared vision for the academy’s future
 - Ensure the quality of all teaching is securely good and promote a rich curriculum which engages all pupils and staff, and enthuses their commitment to learning
 - Reach out to parents and the community as partners in their children’s learning and in the life of the academy
 - Lead the development of this academy as an inclusive church school, drawing on its heritage, distinctive contribution and service to its community
 - Develop the leadership capacity of this academy and engage in collaborative working with other schools within and beyond the Academy Trust to contribute to an effective school-improvement network
 - Articulate a clear and coherent vision for continued improvement to meet the DNEAT ambition for excellence
 - Promote the welfare and safeguarding of children
 - Promote, implement and monitor equal opportunities across all aspects of the academy

Generic Knowledge and Professional Competencies

Applicants must be able to demonstrate their competency against the National Standards of Excellence for Headteachers (2015). The Trustees and Local Governors will use these as a check to ensure that their selection process is sufficiently comprehensive, covering all of the key areas of headship:

I Qualities and knowledge

- 1.1 Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- 1.2 Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- 1.3 Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- 1.4 Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

- 1.5 Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- 1.6 Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

2 Pupils and staff

- 2.1 Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 2.2 Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- 2.3 Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- 2.4 Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 2.5 Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 2.6 Hold all staff to account for their professional conduct and practice.

3 Systems and process

- 3.1 Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- 3.2 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- 3.3 Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- 3.4 Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- 3.5 Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- 3.6 Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

4 The self-improving school system

- 4.1 Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- 4.2 Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 4.3 Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-

improving schools.

- 4.4 Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 4.5 Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 4.6 Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Personal Qualities

Applicants must be able to demonstrate the following general attributes:

- Commitment to high standards of achievement
- Excellent communication, interpersonal and organisational skills
- Calmness to diffuse conflict and inspire optimism
- Adaptability and creativity
- Enjoys a rapport with children and parents
- Clarity of thought to prioritise, plan and organise self and others
- Commitment and integrity
- Confidence to empower others
- Enthusiasm, perseverance and resilience
- Rises to challenge and takes the initiative
- Personal impact and presence
- Insight to innovate and manage change for positive impact
- Sense of humour
- Commitment to well-being of staff and self
- Sympathetic to the aims, values, ethos and distinctiveness of Church of England schools and academies

We are committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Criminal Records check.

We strongly encourage potential candidates to visit the school to experience what it has to offer, although understand that this may not be possible. Please contact Jennie Ward on: 01362 820300, or office@thomasbullock.dneat.org to arrange a visit.

Closing date: 24 June 2019

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Thomas Bullock Church of England Primary Academy Headteacher Job Description

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations and the National Standards for Headteachers.

The Headteacher will be responsible to the Diocese of Norwich Education and Academies Trust (DNEAT) and the Thomas Bullock Church of England Primary Academy Local Transition Board for the conduct, management and administration of the academy, subject to any policies which the Department for Education, DNEAT and the Governors may make. The job description is subject to annual review.

Section A: Role outline

- Lead and manage the academy effectively and efficiently ensuring the highest possible quality of education and range of educational opportunities for all pupils.
- Provide clear vision and positive, incisive and purposeful leadership with strategic direction to ensure high standards of achievement for all.
- Promote the ethos, vision and values of the Diocese of Norwich Education and Academies Trust (DNEAT) and contribute positively to wider school improvement developments within the Trust
- Ensure that resources are efficiently and effectively used to achieve the academy's aims and objectives.
- Lead a culture that promotes excellence, equality and high expectations.
- Evaluate the academy's performance to identify the priorities for continuous improvement and raising standards.
- Manage the day-to-day organisation and administration of academy.
- Lead and develop the academy's identity and character as a Church of England school, strengthening its distinctive offering and working closely and proactively with the local church.
- Have overall responsibility for safeguarding.

Section B: Specific responsibilities

I. Leadership and management of staff and the organisation

- Create a shared vision and strategic plan which inspires and motivates pupils, staff, governors and all members of the academy community.
- Adopt a strong, caring and flexible leadership style which will both influence and motivate staff and pupils to achieve their potential.
- Set a climate of high performance within the academy where each individual member of the team is encouraged, supported and developed to deliver outstanding results for our pupils and children.
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities.

- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy.
- Implement successful performance management processes with all staff ensuring effective arrangements for appropriate, accurate and timely management information to enable continuous evaluation of performance and satisfy relevant external bodies.
- Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that all the facilities always provide a safe, clean and welcoming environment for pupils, staff, parents and other visitors.
- Attend to the well-being of all staff and oneself through example and exercising of duty of care.
- Play an active part in DNEAT's Headteacher Regional Alliance and collaborative working across the Trust

2. Learning and teaching

- Ensure high standards of teaching, leading to highest standards of achievement for all pupils regardless of needs through high expectations and an inclusive creative curriculum.
- Ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure the academy continues to develop as a pupil and family focused community using innovative and creative approaches to meet the needs of all pupils, children and families.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Maintain strategies which secure high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge under performance at all levels and ensure effective corrective action and follow up.

3. Finance, accountability and governance

- Responsibility for overseeing the production of the annual budget and financial strategy for approval by the Local Governing Body and Academy Trust.
- Provide a clear and accurate account of academy performance to the Local Governing Body and all other audiences including parents/carers, OFSTED and the Academy Trust.
- Ensure compliance with child protection, safeguarding, health and safety and other statutory requirements.

- Ensure that all those who have specific responsibilities regarding the operation of the academy, in any aspect of teaching and learning, legal compliance and safeguarding are clear on their responsibilities.

4. Wider stakeholder and community management

- Carry the confidence of the Academy Trust and involve them at a strategic level with relevant local and regional education groups and forums.
- Build a culture and curriculum which takes account of the richness and diversity of the academy and its communities celebrating and championing the academy as a Church school.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- 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 children's achievement and personal development.
- Ensure that the successes of the academy are shared with the community to reinforce our position at the heart of the community.
- Co-operate and work with relevant agencies to protect children.
- Have an understanding of working within a range of socio-economic communities and the challenges that doing so brings to the role.



Thomas Bullock Church of England Primary Academy - An Overview

Thomas Bullock Church of England Primary Academy benefits from a good, spacious building, with enviable outdoor spaces, which together provide a great setting for excellent teaching and learning, indoors and outdoors. We have recently enhanced our outdoor learning opportunities by improving environmental and gardening facilities. Our next steps are to ensure that our curriculum embraces these opportunities and that we make best use of them.

We have a hard-working team of staff, committed to take our academy forward. There is a good range of teaching experience and together with well behaved and respectful children, we look forward to making really positive, rapid improvement.

The Thomas Bullock Trust funds other opportunities such as music tuition and funding for trips and educational activities for all children at the academy.

The main focus areas for our Single Change Plan (school development plan) during the current academic year are:

Assessment for Learning:

- Review the impact on pupil's progress of the recently implemented policy; agree non-negotiables for best practice and ensure consistency of application across the academy

Quality of Teaching

- Agree non-negotiables for teaching and learning across subjects with a particular focus on Maths

Other areas identified:

- Building the capacity of leaders for improvement





**Thomas Bullock Church of England Primary Academy
Classes and Staffing 2018/19**

Interim Headteacher: Nick Southgate		
Deputy Headteacher: Angela Phelps		
Year R	Ark Class	
Teacher:	Polly Tarrant	Emma Turner
Year 1	Oceania Class	
Teacher	Amy Pointer	Karen Martin
Year 2	Asia Class	
Teacher	Viv Ingles/Claire Ives	Jo Hardingham (HLTA)
Year 3	Africa Class	
Teacher	Jay Lindner Jane Lowe (Mondays)	Amy Taylor (HLTA)
Year 4	South America Class	
Teacher	Deborah Wall	Caroline Greenland (HLTA)
Year 5	Europe Class	
Teacher	Aaron Hall	Bridget Watson (HLTA)
Year 6	North America Class	
Teacher	Angela Phelps Jane Lowe (Friday am)	Wendy Heavens
Cross school intervention		Shannon Greaves
Whole School Music	Heather Dack	

In addition, we have the following roles and staffing:

Student and Family Support Team:	Admin:	Lunchtime Staff:	Premises Staff:
SENDCO – Claire Ives Designated Senior Lead - Nick Southgate Breakfast and After School Club – Michelle Davies Annette Watts Kate Satchwell-Poole	Academy Office Manager – Jennie Ward Academy Support Assistant – Karen Cross	Midday Supervisory Assistants: Karen Carter (Team Leader) Nicola Creed Linda Freeman Vicki Birmingham Emma Turner Head Cook Jenny Garrod Kitchen Assistants Moira Morse	Caretaker: Lorne Grey Cleaning staff: Linda Freeman Nicola Creed

The Curriculum at Thomas Bullock Church of England Primary Academy

At Thomas Bullock Church of England Primary Academy, we aspire to make learning engaging, interesting and fun. Our curriculum is broad and balanced and enjoyable for the children...and adults!

English and maths accounts for most of every morning where the children are encouraged to push themselves and select challenges that are exactly that...a challenge! Where possible, our maths and English work is linked to the topic being learnt at that moment in time. For information about English and Mathematics, please use this link:

<http://www.thomasbullock.dneat.org/learning/curriculum/>

Here is an overview of the topics covered by our current curriculum map:

	A1	A2	Sp1	Sp2	Su1	Su2
YR	Animals	Magical Me/Christmas	Dinosaurs	Space	Living and Growing	Traditional Tales
Y1	Australia	Explorers	Into the Woods	Plants	Transport	Animals
Y2	An Asian Adventure		Let's Grow!		Food and Farming	
Y3	Africa	Prehistory	Rivers	Egyptians	Plants	Trees
Y4	Rainforests		It's all Greeks		When in Rome	
Y5	Exploring Europe		Building Bridges	World War 2		The Anglo Saxons
Y6	Here We Come America!		History of Transport	Local Study	The Vikings	World Festival £5 Project

This link will give you more detail of our curriculum for the 2018-2019 academic year:

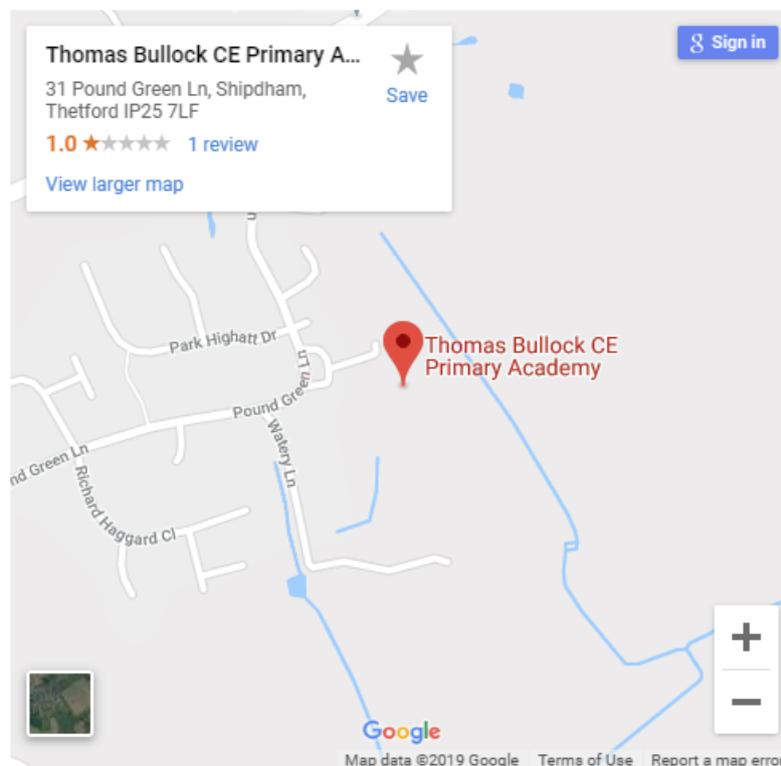
<http://www.thomasbullock.dneat.org/learning/curriculum-maps/>

If you would like any further information on our curriculum, please contact the school office.



Shipdham is one of the largest villages in Norfolk. Part of the village is a designated Conservation Area under the 1967 Civic Amenities Act. Norwich is about 18 miles to the east with King's Lynn to the west, a little further away at about 23 miles. Shipdham is on the A1075 between the market towns of Watton and Dereham and the village stretches for nearly two miles along the main road. Most of its housing is on the southern side and along the main road among the houses are a few shops and businesses.

The earliest known reference to Shipdham is in the 11th Century soon after William the Conqueror's entry into Britain. However, it was not then known as Shipdham but is thought to be the village recorded as "Thorpe" – an old Norse word for "village". As such, it is mentioned in the Domesday Book and was relatively important.



Getting in Touch:

Address: Pound Green, Shipdham, THETFORD, IP25 7LF

Phone Number: 01362 820300

Email: office@thomasbullock.dneat.org

Headteacher: Mr Nick Southgate (Interim)

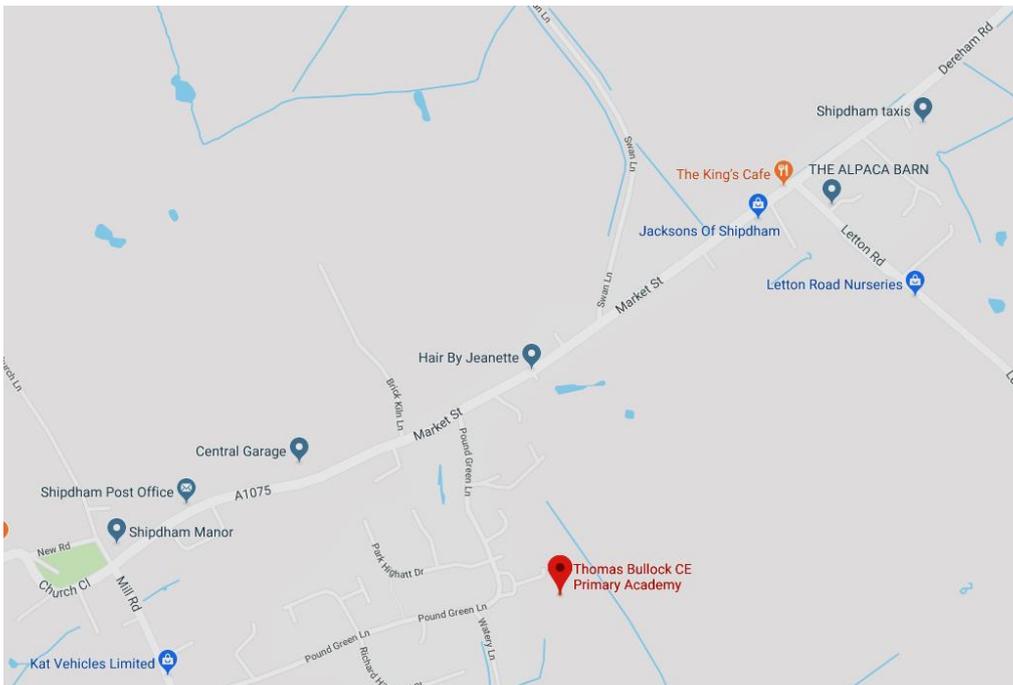
Chair of Governors: Jan Pierson

Website: www.thomasbullock.dneat.org

Ofsted Report: [Thomas Bullock Church of England Primary Academy](#)

Trust Website: www.dneat.org

How To Find Us:



The Diocese of Norwich Education and Academies Trust (DNEAT)

Vision: The Trust aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The Trust is driven by the moral purpose of making a significant difference to the outcomes of young people in order to best prepare them for their next stage of education and adult life. The Trust is focused on transforming young people's lives and therefore life chances by providing the perfect balance between excellent education and uncompromising pastoral care.

The Trust seeks to develop with its academies 'a system of continuous improvement and innovation that is simultaneously bottom-up, top-down and sideways' and through which it 'cultivates a culture of purposeful learning that is neither tightly controlled nor too loose' (*Michael Fullen*).

DNEAT is not simply a holding body for a series of largely autonomous units. Instead it creates opportunities for academies to learn from and support each other through: *shared purpose, shared leadership, shared systems, shared resources and shared accountability*.

DNEAT enables individual academies to work together in order to: *promote and sustain a culture of high expectation, rapid improvement and interdependency*.

DNEAT ensures that: *autonomy does not lead to isolation, diversity does not become a barrier to collaboration and accountability does not rely exclusively upon regulation*.

Thomas Bullock Primary Academy is part of this family of academies.

This year our priorities are to:

- Continue to raise standards
in reading, writing and maths and make sure that all children make as much progress as possible
- Develop our workforce
via excellent training, and by identifying and sharing talent and best practice
- Improving the way we communicate
with our academies at every level

More detailed information about how this will be achieved can be found in the DNEAT Strategic Change Plan (*available for reference at interview*).

What are the benefits of being part of DNEAT?

I. Doing things right

Trust governance:

- Ensuring compliance with recognised governance practices and frameworks
- Development and dissemination of Trust Core Policies
- Small Schools Review response
- Clerking support and quality assurance
- Provision of Governor Improvement Associates
- Facilitating Academy Improvement Reviews
- Development of GovernorHub as a resource and a repository for the MAT

Local governance:

- Annual timetable of meetings, and resources (agenda/designed governor resources/templates/skills/self-assessment) to support local governors
- Development of Critical Guide to Questioning
- Quality assurance visits and reports
- Training – standard offer plus specific face to face training
- Chair of Governors' termly forum
- Bespoke support to each local governing body
- PEX/Complaints/Grievance Panels including clerking and support

Performance Management:

- Leading process of Headteacher Performance including write up of review and quality assurance across the Trust
- Teachers' appraisal data capture and statutory reporting to Trustees and Unions

2. Staying safe

- A cycle of safeguarding audits
- Health and Safety audits
- General Data Protection Requirement (GDPR) updates and training
- Rapid response to safety issues
- Support for HR concerns and liaison with EPM
- Finance support and budget management

3. Improving together

Quality and Accountability:

- Academies Group Executive Principal bespoke support and challenge
- Termly, quality assured Academy Improvement Review
- Annual Effectiveness Review (led by Ofsted inspector)
- Leadership capacity reviews as needed
- Quality Assurance of Local Governing Body function

Improvement and Development:

- Assess to DNEAT 'tools' (Single Change Plan format, Operational Overview format, Head teacher's report/SEF format, SOAP)
- Regular Ofsted updates

- Support before, during and after Ofsted inspection (and SIAMS inspection)
- Comprehensive Continuing Professional Development programme (100 events) to include moderation of work opportunities for all year groups
- Annual Staff CPD event
- Annual Support Staff CPD event
- Senior and middle leader networks (heads, deputies, SendCos, Subject leads, Early Years Leads)
- Head teacher Regional Alliance
- Brokerage and subsidy of Better to Best offer (linked to regional priorities)
- Externally brokered Pupil Premium Reviews and Impact Assessments
- Externally commissioned Trust wide GL Assessments
- Bespoke Trust wide opportunities (Shirley Clarke – Assessment for Learning)
- Assessment and data analysis support
- HMI project
- Involvement in Strategic School Improvement Funded projects
- Trust wide celebrations – The Big Sing

And that's not all!



DNEAT Model of Learning-Centred Leadership

Principal Foundation:

- DNEATs approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at *all* levels across the organisation, including within and beyond individual academies.
- DNEAT expects leaders to exhibit the **character** required to be 'servant' leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principle foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders DNEAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

Learning-centred leadership:

DNEAT expects that leadership across the Trust will involve a strong commitment and concern for pupils' learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils' developments and achievements.

Research tells us that school leadership has significant effects on student learning, second only to the effects of the quality of the curriculum and teachers' instruction. Leadership is therefore most powerful and potent when it focuses on developing pupils' learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DNEAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school's purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning. In order to create the right capacity for Headteachers to make this their primary function DNEAT will strip away as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.

DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in

others, for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the AGEPs. It will dominate the way they communicate, the way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DNEAT will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, DNEAT will promote three powerful tactics for leaders to use:

- Modelling
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DNEAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is exquisitely sensitive to the context.
- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is *distributed* because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.
- Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.