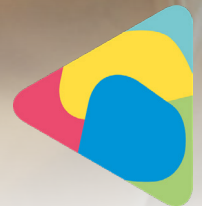




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Part of Unity Schools Trust



# Head of School Candidate Pack

Location: Staines, Surrey    Start Date: April or September 2024

The  
Magna  
Carta  
School





# Welcome from the CEO

Our vision is to be a community where, by working in partnership together, we are able to deliver the best possible opportunities and outcomes for all of our students. Our motto - Excellence through collaboration - encapsulates our belief that co-operation and teamwork enable us all to grow and develop into the best version of ourselves.

Excellence is realised in many ways, not least through the achievements of the students in our schools. However, it is also seen through the relentless focus of our staff on delivering the highest standards of teaching, learning and student support which enable those successes to be accomplished. As a learning community we believe that every day presents a new opportunity to gain fresh insight and understanding and to implement newly acquired knowledge and experience for the benefit of all.

Our curriculum model has been designed to encourage the development of confident, independent, learners with the skills and comprehension necessary to succeed in an increasingly competitive world. In conjunction with the extensive enrichment opportunities provided by the schools within the Trust our students are able to grow in maturity and understanding.

We are an outward facing Trust with strong links in our communities where we engage in partnership work with many of our feeder primary schools. We have a particular specialism in the promotion of science and scientific discovery and regularly support the production and delivery of the primary curriculum in this area.

I hope that you will find the information in this document helpful and informative but please do get in touch for further information. I look forward to the opportunity to speak with you directly about working with us.

**Michael del Río**  
Chief Executive Officer



# About Unity Schools Trust



Unity Schools Trust is a Multi-Academy Trust formed in September 2015 by the partnership of The Magna Carta School and Bishop David Brown School. The Trust is currently responsible for the education of over 1,800 children supported by more than 230 staff. Our schools are located in Staines-upon-Thames and Woking.

## Ethos and Values

The stated objective of Unity Schools Trust is to achieve Excellence through collaboration. The Greek philosopher, Aristotle, believed that excellence came in both intellectual and moral forms. The Trust aims to instil a love of learning by the full engagement of all of its community – students and staff – in the process of acquiring and applying knowledge. Furthermore, the Trust seeks to promote the development of positive ‘habits’ through a wide range of character-building opportunities. When combined, we believe that these two elements support the development of the whole person enabling us to be the best version of ourselves. Our vision is to be an outstanding learning community where together we learn to know, to do, to be and to live together.

## Our Objective

The Academy Trust’s primary objective, as stated in its articles of association, is ‘to advance for the public benefit education in the United Kingdom’. Unity Schools Trust is listed as a charitable company limited by guarantee at Companies House.

## Partnerships

A significant part of the Trust’s work is in the forging and development of partnerships with neighbouring schools. This includes primary liaison work and support for the provision of specialist subjects. The Trust’s work in fulfilment of its objective through collaboration involves sharing people, sharing resources, sharing ideas and sharing progress.

## Why work for UST?

### Employee Benefits

- Learning and Development opportunities
- Free use of school gym at specified times
- Reduced gym membership at Eastwood Sports Centre
- Access to Employee Assistance Programme (EAP)
- Free on-site staff parking
- Free tea and coffee available in the staff room
- Scheduled Wellbeing weeks
- Allowance for running after-school enrichment activities
- Enrolment into the Teachers’ Pension Scheme or Local Government Pension Scheme (Support staff)

*Excellence through collaboration*





# The Magna Carta School

## *Learning Shapes Lives*

The Magna Carta School is an 11-16 academy based in Staines-Upon-Thames, with approximately 1100 students on role. The school is a founder member of Unity Schools Trust and the 1,215 Learning Partnership, determined to enhance lives for young people across this area of Surrey.

The school has a long and proud tradition of educating students from our local community. To facilitate high aspirations, progress and achievement, we have high expectations of behaviour, rooted in respect for one another. We are particularly proud of our students; they are aspirational and enthusiastic about their learning and as a result make good progress and achieve impressive GCSE results. They consistently and successfully progress on to further education and apprenticeships.

Our Academy Council provides a strong voice for students to present their ideas and concerns and to develop the skills necessary to become advocates for positive change. We believe listening to, and reflecting upon, the experience of our whole

school community is an important part of our continuous development journey.

We strive to provide a welcoming, challenging, secure and inclusive learning environment where all students and staff feel that they belong. We are committed to realising our vision that Learning Shapes Lives by creating a culture in which everyone aspires to achieve in a reflective educational environment and a school community where together we learn to know, to do, to be and to live together.

If you think you can make a positive and confident contribution to our team, we would be delighted to hear from you.

*Pupils are engaged in their lessons. Teachers have strong subject and pedagogical knowledge*  
**The Magna Carta School, Ofsted June 2022**



# Job Description

**Job Title: Head of School**

**Reporting to: Chief Executive Officer of the Trust**

## Job Purpose

This Job Description is based upon The Headteachers' Standards 2020. Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for students. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The Headteachers' Standards set out how headteachers, and in the context of our Trust, Heads of School, meet these high expectations.

The duties detailed in this job description provide a summary of the main areas of responsibility and should be read in association with the current teachers' pay and conditions document, and in the context of professional standards for teachers. The job description should be seen as enabling rather than restrictive and will be subject to regular review.

## Key Responsibilities

**As the Leader of The Magna Carta School Community and Profession:**

- Serve in the best interests of The Magna Carta School students
- Conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities and modelling the behaviour of a good citizen
- Uphold your obligation to give account and accept responsibility
- Know, understand and act within the statutory frameworks which set out your professional duties and responsibilities
- Take responsibility for your own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system

## Ethics and Behaviour:

- Build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position







## Job Description continued

- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit the position, students' vulnerability or might lead students to break the law

### Teaching:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

### School Culture:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where students experience a positive and enriching school life
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

### Curriculum and Assessment:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing faculty leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum



# Job Description continued

## Behaviour:

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines which are understood clearly by all staff and students
- Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

## Additional and Special Educational Needs and Disabilities:

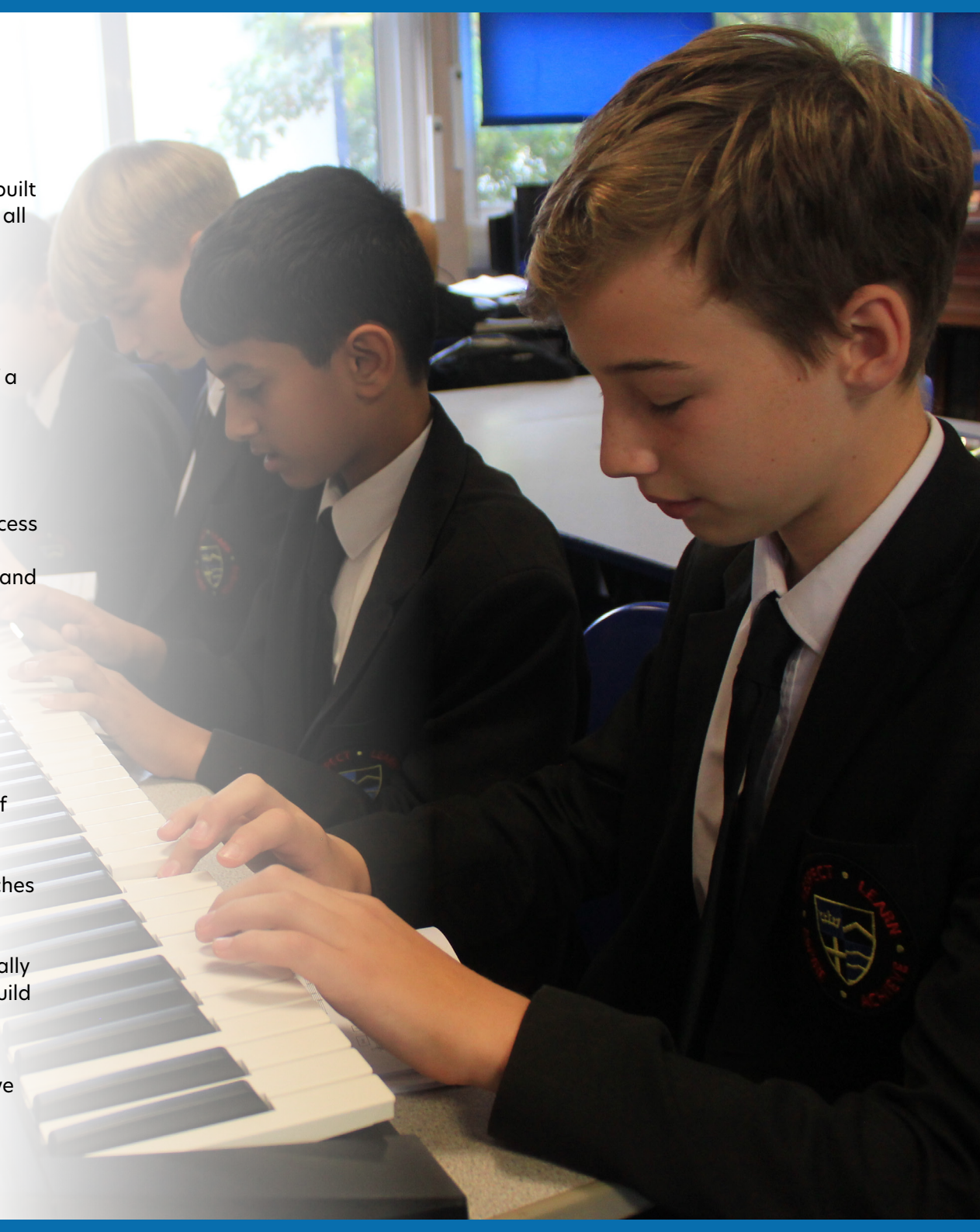
- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties regarding the SEND code of practice

## Professional Development:

- Ensure staff have access to high-quality, sustained professional development opportunities that are aligned to balance the priorities of whole school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## Organisational Management:

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care
- Prioritise and allocate financial resources appropriately ensuring efficiency, effectiveness and probity in the use of public funds







## Job Description continued

- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

### Continuous School Improvement:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suit the school's context
- Ensure careful and effective implementation of improvement strategies which lead to sustained school improvement over time

### Working in Partnership:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

### Governance and Accountability:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



# Person Specification

Application Form – AF; Interview – I; References – R



Skills	Essential	Desirable	How Assessed
• Evidence of highly developed skills in performance management, recognising skills and high performance, and tackling underperformance through to resolution	✓		AF/I
• Evidence of change management at a senior level in school	✓		AF
• Capacity to work in a collaborative manner	✓		AF/I/R
• The ability to use data, benchmarks and feedback to monitor and judge progress and identify strengths and weaknesses	✓		AF/I
• Capacity to create and maintain stability within an ever-changing educational environment	✓		AF
• Excellent communication skills	✓		AF/I
• Proven sound problem solving and decision-making skills combined with the ability to lead, inspire, influence and manage change	✓		AF/I/R
• Ability to collaborate with external stakeholders in support of the development of the wider education community	✓		AF/I
• Evidence of successful creation and maintenance of organisation systems and structures	✓		AF/I/R
• Astute and perceptive with strong analytical skills and the ability to use sound judgment in order to anticipate and resolve conflict	✓		AF/R
Qualities			
• Evidence of setting and achieving ambitious goals and targets	✓		AF/I/R
• Ability to monitor and evaluate performance of others continuously in order to improve the quality of teaching and learning	✓		AF/I/R
• Demonstrable understanding of the processes of safeguarding and safer recruitment and safeguarding procedures	✓		AF/I/R
• Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive	✓		AF/I/R
• Proactive, innovative and versatile with a high level of drive, energy and enthusiasm, aspiration, resilience, reliability and integrity	✓		AF/I/R
• Articulate and approachable with excellent interpersonal skills, both verbal and written	✓		AF/I/R
• Ability to relate empathetically to stakeholders and to deal with issues that arise with fairness and in the best interests of the school and its students	✓		AF/I/R
• Visionary with respect to developing and promoting the school's ethos, priorities and targets including the spiritual, moral, social, emotional and cultural development of all its students	✓		AF/I/R
• High profile role model with a professional approach that demands accessibility, excellence, confidence, trust and the respect of the entire school and wider community	✓		AF/I
• Supportive of an appropriate work life balance for self and others	✓		I
• An ability to understand and appreciate your current strengths and the ways in which these might be further developed	✓		AF/I
• The ability to form and maintain appropriate relationships and personal boundaries with students	✓		AF/I/R



# Person Specification continued

Application Form - AF; Interview - I; References - R



Education and Qualifications	Essential	Desirable	How Assessed
• Degree level qualification	✓		AF
• QTS status and experience of teaching across at least two key stages in training	✓		AF
• Post graduate qualification		✓	AF
• Experience of recent and relevant training and development at headship level and/or in preparation for headship	✓		AF
• NPQH or other relevant higher education qualification other than initial teacher training	✓		AF
Experience			
• Successful experience of school self- evaluation and accountability and the school improvement process	✓		I
• Successful experience of positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	✓		I
• In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of an academy	✓		I
• Proven track record in leading and managing staff including building a successful team, sharing and delegating effectively as well as implementing and managing change at a senior level in an educational organisation	✓		AF/I
• Substantial experience of teaching with a record of outstanding teaching at more than one school	✓		A/F
• Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet individual needs	✓		I/R
• Proven record of providing a collaborative vision for excellence with a sense of purpose and equity with high standards	✓		AF/I/R
• Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiencies and value for money	✓		AF/I
• Evidence of successful experience in leading professional development as well as the coaching and mentoring of staff	✓		I
• Experience of working with and presenting to a variety of stakeholders including governors	✓		I
• Successful experience of securing and raising standards in an inclusive school	✓		AF
Experience			
• Commitment to ensuring inclusion, addressing diversity and access	✓		AF/I/R
• Must be able to recognise discrimination in its many forms and willing to put equality policies into practice	✓		I/R
• Commitment to, and evidence of, the promotion of diversity and equal opportunities within a school, curriculum and in employment practice	✓		AF/I/R



# ACADEMICIS

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at **Academicis, Will Bridge: [wbridge@academicis.co.uk](mailto:wbridge@academicis.co.uk) or 01223 907979/07825 346535.**

**Closing date: Noon, Tuesday 30th January 2024 • Interviews: w/c 5th February 2024**



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