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Headteacher Candidate Pack

Location: Cambridge **Start date:** January 2025 or earlier





Welcome letter from our Chair

Dear Applicant,

On behalf of the Local Governing Body (LGB), thank you for your interest in applying to be our new Headteacher. I hope this information pack will enthuse you to submit your application. Kingsfield Primary School benefits from being part of the Active Learning Trust, a Trust who are keen to ensure that each of its schools retains its individuality and responds to the needs of its local community.

All members of the LGB are fully committed to supporting the Leadership team in continuing to develop the provision for our children, ensuring they can become confident and enthusiastic learners who are ambitious, caring and kind.

We have a highly skilled and committed staff team at Kingsfield who benefit from strong and experienced leadership.

As governors we are committed to continuing to support the leadership team and the Active Learning Trust in ensuring our children achieve the very best they can, if you feel passionate about this also, then I hope we will have the opportunity to meet with you soon.

Kind regards

Graham Parker
Chair of the Local Governing Body





Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I have been building a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and Trust further.

Lynsey Holzer
Chief Executive Officer





About The Active Learning Trust

The Active Learning Trust was originally established in 2012 and is currently made up of 1,500 employees across 19 schools in Cambridgeshire and Suffolk, serving nearly 8,500 young people and their families. Our shared Trust mission of delivering excellence to ensure our young people can thrive and prosper is at the heart of everything we do.

Our trustees fulfil their duties through our Trust Leadership Team, which includes our central team and school leadership teams, working together as one unified organisation with joint accountability. We have an established central team that is not only knowledgeable but also driven by an imperative to deliver the very best for the young people in our care. Our team is made up of experts across all specialist areas, including education, finance, HR, communications and marketing, estates, governance, procurement, data and IT. Their skills allow us to deliver shared savings and, more importantly, provide essential services to schools, enabling school-based leadership to focus on improving outcomes for pupils in the broadest sense.

Whilst each of our schools works as a collaborative part of our larger organisation, they are also managed locally by our skilled leaders and local governing bodies. This approach ensures that each school retains its unique personality and reflects the needs of its local community, while the future sustainability of the school is guaranteed to be exceptional by being part of a strong and effective Multi-Academy Trust.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.





About The Active Learning Trust *continued*

Our Schools

- Active Learning Trust currently comprises 19 schools; 8 in Cambridgeshire and 11 in Suffolk.
- The Trust has 2 special schools, 2 secondary schools, 1 all-through school and 14 primary schools.
- One special school and four primaries are academy converters. The remaining 13 schools are sponsor led academies.
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





About The Active Learning Trust *continued*

At Active Learning Trust, we are restless for excellence and improvement so that our children can thrive and prosper. Deeply rooted in the heart of our communities, people choose to join our Trust because we make a difference. We explore the art of the possible to find the right solutions for our children, our people and the wider education sector.

Our Values

At the heart of our Trust are five core values that shape our culture and guide every aspect of our work. They influence our interactions, decisions and strategic direction, and they unite our school communities.



-  I aspire, we achieve
-  We're curious, creative and bold
-  A family, not house share
-  Comfortable being candid
-  Humour, humility, humanity

About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities



**ALT Institute of
Teaching and
Leadership**

About Kingsfield Primary School

Kingsfield Primary School is a primary school for children aged 2-11, set in the heart of Chatteris in Cambridgeshire.

We are a vibrant and diverse school that is highly inclusive and on a journey of improvement. The children are at the heart of every decision we make to ensure that they are happy, resilient, inquisitive and supported in a stimulating yet calm environment where all can thrive. The school is committed to maximising the life chances of every child in our care from an intellectual, emotional, physical and spiritual perspective. Our curriculum is designed to be broad and balanced, enabling children to learn skills and realise talents, develop character and resilience, and to learn about British values, diversity and mental health and well-being.

Over the years, Kingfield has established a supportive network of staff and families. We take great pride in offering an inclusive and wide-ranging curriculum. We are very lucky to have extensive grounds and lovely environments in which to teach and to learn. Children are polite and well-behaved. Children say that they are proud of their school and, when walking around the building, it is lovely to see happy, smiley faces looking back at you.

Kingsfield Primary School continues to be rated as a “Good” school by Ofsted, following our inspection in July 2022. Our team of staff are committed to the school and its community; we work hard to ensure our children are safe, secure and happy whilst at school, as well as achieving their potential in all areas of their learning and relationships. Our school is part of the Active Learning Trust, which has schools across Cambridgeshire and Suffolk. We benefit from being part of this family of schools through the personalised support on offer from the central team.

Active Learning Trust brings together experienced and successful practitioners who share a collective belief in the effectiveness of school improvement, Kingsfield Primary School is located within our Cambridgeshire hub, which brings together 7 additional schools:

- Chesterton Primary School, Chesterton
- Cromwell Community College, Chatteris (All through school)
- Neale-Wade Academy, March
- Earith Primary School
- Isle of Ely Primary School
- Highfield Littleport Academy
- Highfield Ely Academy

There are a further two ALT Hubs located in Lowestoft and in Ipswich, and this provides the opportunity for schools to be part of a learning community that extends across local authority boundaries. This enables collaborative and supportive work between schools and an opportunity to share strengths.

The Trust has the strong moral purpose of enabling schools to deliver high levels of achievement for all pupils, regardless of socio-economic circumstances, family situation or ethnic background.

The Trust will secure and sustain improvement in schools by providing leadership and support through academy sponsorship, by working with local governing bodies to strengthen their leadership and strategic delivery and through contracted work with school leaders and their teams.

In our academies and the schools that we work with, we will:

- Establish strong and effective leadership
- Deliver good governance as a non-negotiable element of our work
- Develop and sustain a strong and rapid trajectory of improvement
- Ensure a calm and purposeful learning environment
- Maintain robust systems of performance management
- Champion broad and balanced curricula, well integrated with the needs of business, local communities and the realities of work beyond school
- Harness the developing potential of information technology
- Promote the sharing of expertise and effective practice across academies and schools
- Provide value for money services, delivered at minimised administrative cost
- Build capacity by nurturing a collaborative network of school improvers
- Ensure community ‘ownership’ of our Academies and schools and that they are seen as the schools of choice by their communities
- Foster and sustain strong links with further and higher education





Job Description Headteacher

Salary: L18 – L24

Introduction

The Headteacher is accountable to The Active Learning Trust and the Local Governing Body for the professional leadership, strategic direction and operational management of the School in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Trust and Local Governing Body.

The Headteacher will be a pro-active and committed part of the senior leadership groups across the Multi-Academy Trust.

The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary.

The Trust and the Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people.

Key Duties and Responsibilities

The following duties are to be carried out in consultation with, as appropriate, the Local Governing Board, the MAT's Trustees, the MAT Executive Leadership Team and Central Team, the staff and parents and children/pupils.

Leadership and Management of Pupil Achievement, Progress and Safety

- Ensure that student safety and safeguarding is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of pupils.
- Act as the Designated Safeguarding Lead or Deputy Safeguarding Lead for the school and ensure appropriate levels of capacity and coverage at all times for the safeguarding responsibilities of the school.

Leading and Managing Employees

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop employees to secure improvement.
- Ensure that all employees are engaged with the school's key priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.

Job Description *continued*

- Maximise the contribution of employees to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all employees including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

Leadership and Management of Curriculum

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for pupils of all backgrounds and abilities.
- Develop and champion the impact of the school's specialisms on pupil opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils
- Ensure that the curriculum enables pupils to progress to sustained engagement in education on exit from the school.

Managing Resources

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Local Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the pupils and employees and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

Stakeholders and the Local Community

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.





Job Description *continued*

Accountability and Governance

- Work with the Central Team and Local Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan (or other relevant plans) with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the Trust, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.

Teaching

- Teach as necessary and appropriate relative to the other duties of the post.

Other Duties

- The Headteacher may be asked to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post.

This job description will be reviewed as part of performance management arrangements. In addition, it may be amended at any time after consultation with the post-holder.

Person Specification



COMPETENCIES, KNOWLEDGE, QUALIFICATIONS		Judged from Application Form	Judged at Interview
QUALIFICATIONS AND CPD RECORD	<p>Essential:</p> <ul style="list-style-type: none"> ● Qualified Teacher Status and first degree (or equivalent, e.g. Cert Ed) ● Record of CPD relevant to Headship <p>Desirable</p> <ul style="list-style-type: none"> ● Higher degree relevant to Headship ● NPQH ● CPD record includes substantial relevant achievement 	X X X X X	
EMPLOYMENT RECORD	<p>Essential:</p> <ul style="list-style-type: none"> ● Successful track record of leadership in the primary/secondary sector in England 	X	X
PERSONAL EFFECTIVENESS	<ul style="list-style-type: none"> ● Capacity for personal development ● Ability to identify and grapple with priority issues and be adaptable and responsive to circumstances ● Consistency of judgement and inner integrity 	X	X X X
LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, PROGRESS AND SAFETY	<ul style="list-style-type: none"> ● Concerned about individual student/pupil needs; regards personal safety and achievement for each individual as the highest priorities ● Ability to inspire high levels of performance in students/pupils ● The ability to analyse the complex issues relating to students'/pupils' attainment and progress and develop effective and creative responses ● Successful track record in managing and deep appreciation of monitoring and evaluation techniques of student/pupil progress, translating into detailed plans with specific measurable targets ● Knowledge understanding and experience of Safeguarding and Safer Recruitment policies procedures and practices 	X X	X X X X
LEADING AND MANAGING STAFF	<ul style="list-style-type: none"> ● High-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability ● Able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability ● Positive and approachable with a commitment to equal opportunities and high achievement 	X	X X
LEADERSHIP AND MANAGEMENT OF CURRICULUM	<ul style="list-style-type: none"> ● Depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment ● The ability to analyse complex curriculum issues and develop effective and creative responses ● In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped ● A vision for the 21st Century curriculum provision 	X X X X	X X X
MANAGING RESOURCES	<ul style="list-style-type: none"> ● The ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses ● A vision for 21st Century learning environment 	X X	X X
STAKEHOLDERS AND THE LOCAL COMMUNITY	<ul style="list-style-type: none"> ● Effective communication with staff, parents, pupils and governors and is sensitive to the school's role within the community ● Establish effective links with the community ● Evidence of the ability to establish a "standing" within the community and engagement with a wide variety of stakeholders 		X X X
ACCOUNTABILITY AND GOVERNANCE	<ul style="list-style-type: none"> ● Successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements 	X	X
TEACHING	<ul style="list-style-type: none"> ● Substantial successful teaching experience in the age range 	X	X

ACADEMICIS

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Tracy Laverack at Academicis, our recruitment partner, on tlaverack@academicis.co.uk or by phone on 07554 118 997/01223 907979.

Closing date: Monday 7th October

Interview dates: Tuesday 15th and Wednesday 16th October 2024



Kingsfield School
Burnsfield Street
Chatteris
Cambridgeshire
PE16 6ET
Tel: 01354 692323



The Active Learning Trust and Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.