



Head of School

# Recruitment Pack



Nurturing Inclusive learning communities



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## CEO & CHAIR WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Head of School at Ethos Academy Trust. Ethos is working in partnership with Wakefield Council to recruit to this post. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We will soon have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy. Enrich Academy is currently a Wakefield Local Authority Maintained PRU but is due to join Ethos Academy Trust in Summer 2023. We have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees Local Authority.

Thank you for your interest in Ethos Academy Trust.



Jayne Foster  
CEO, Ethos Academy Trust



Stuart Boothman  
Chair of IMB





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## DIRECTOR OF EDUCATION WELCOME

Dear Applicant,

We wish to appoint a Head of School based at Enrich Academy. We are looking for an exceptional leader who shares the vision of Ethos Academy Trust and who will be ambitious for the school and all its young people.

The Springfield Centre in Wakefield is due to join Ethos Academy in the Summer of 2023. Upon conversion it will be called Enrich Academy. The school will become an Alternative Provision Academy, responsible for providing a full-time curriculum offer for students aged- 14-16 with wide-ranging SEMH needs.

In our Trust we believe that all pupils deserve the opportunity to be supported and to re-engage with learning and school life. Our academies provide stimulating, safe and welcoming environments. The staff across all our academies pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes.

We are seeking to appoint a strong, ambitious and inspirational leader to drive our strategy and develop our existing ways of working alongside a knowledgeable staff and Trust team. The successful applicant must be dedicated to supporting all our young people to reach their full potential.

I would like to thank you for your interest in Ethos Academy Trust and look forward to receiving your application.

Ann-Marie Oliver  
Director of Education



# TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.



## Leading

**with integrity**

- Championing honesty and transparency
- Building trusting relationships



## Encouraging

**freedom and responsibility**

- Working collaboratively
- Investing in effective partnerships



## Thinking

**innovatively**

- Finding creative solutions
- Meeting individual needs



## Improving

**continuously**

- Raising standards
- Developing strong and effective leaders



## Celebrating

**achievement**

- Improving academic progress
- Enriching personal development

**ETHOS**  
ACADEMY TRUST

Nurturing inclusive learning communities





Nurturing inclusive learning communities

**Ethos College** provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

**Evolve Academy** is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

**Elements Academy** opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We are able to offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

**Reach Academy** is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

**Engage Academy** is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



**Outreach** Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.



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## WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the children and young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the Central Trust teams, with other academies and Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.





I started working for Ethos College around 11 years ago as a Grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then, I have not looked back! I am now working within the Senior Leadership Team at Ethos College, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being part of the transformation of the lives of our young people is an absolute privilege.

**EMMA GANNON,**  
ASSISTANT HEADTEACHER –  
ETHOS COLLEGE







I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust twelve years ago as an inclusion worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I gained a role as Deputy SENDCo, with a promotion to SENDCo at Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

**SARAH SIMMONDS, SENDCO - REACH ACADEMY**



During my 6 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role two years ago, I am now a member of the Senior Leadership Team at Ethos College and have been supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

**JACK GHEE**, ACTING ASSISTANT HEADTEACHER - ETHOS COLLEGE



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## Head of School

Job title: Head of School

Grade: L14-L18

Permanent

Closing date: 17 April 2023 at 9am

### Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint a Head of School to join our passionate and hardworking team at Springfield, which is soon to become Enrich Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 17 April 2023 at 9am

Interview date: 25 and 26 April 2023

If candidates would like to visit the Trust or have a telephone call with the Director of Education, the following dates and times are available:

22 March 2023 3pm to 5pm

27 March 2023 8am to 10am

If you require further information or would like to arrange a visit or telephone call, please contact [amoliver@eat.uk.com](mailto:amoliver@eat.uk.com)

You can find more details about Springfield on their website: [The Springfield Centre – Home \(wpru.co.uk\)](https://www.wpru.co.uk)

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

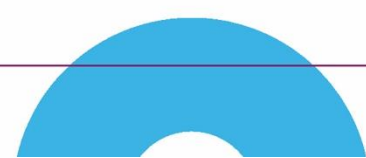




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## JOB DESCRIPTION

<b>Job title</b>	Head of School
<b>Location</b>	Enrich Academy (The Springfield Centre), Wakefield
<b>Hours</b>	Full time
<b>Reports to</b>	Director of Education
<b>Staff responsible for</b>	Teaching and non-teaching staff
<b>Closing Date</b>	17 April 2023 at 9am
<b>Salary/Grade</b>	L14-L18
<b>Job Purpose</b>	<p>Provide exceptional leadership and management at Enrich Academy; including robust and effective line management and development of the senior leaders.</p> <p>Lead on the Quality of Education within the Academy to ensure that there is delivery of a high-quality provision, whilst securing aspirational outcomes for all pupils.</p> <p>Work in collaboration with the Executive Headteacher, Local Governing Board (Academy Performance Review Committee) and the Trust Executive Team to set and implement the vision and strategic direction of the school.</p>







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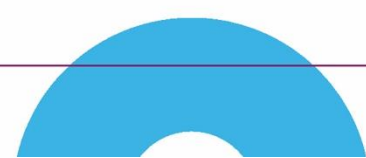
## KEY OBJECTIVES AND ACCOUNTABILITIES

### Main Duties

#### School Leadership

- Work with the Executive Headteacher, Trust Executive Team and Local Governing Board to develop the school's strategic plan, leading to sustained improvement at pace in outcomes for all pupils and staff.
- Work with the Executive Headteacher to embed a shared culture and vision in the school, ensuring that it is understood and supported by staff, parents, pupils and wider stakeholders.
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Accountable to the Executive Headteacher, provide operational management of all staff as per the line management structure.
- Provide mentoring, coaching, guidance, challenge and support to the senior and middle leadership teams, supporting leaders in their own development.
- Secure the commitment of the wider community by developing and maintaining effective networks and positive relationships with staff, students, parents and carers, the local community and wider stakeholders.
- Ensure that the school is compliant with statutory and non-statutory requirements aligned to the DfE, Ofsted and local authorities.

#### Educational Leadership

- Accurately evaluate school provision and use self-evaluation to shape focused development plans that lead to improved outcomes for young people and staff.
  - Ensure that all aspects of the school are offering high-quality provision, and where this is not happening, that targeted support is implemented swiftly to ensure that rapid and sustained improvements are made.
  - Monitor performance within the school, overseeing the preparation and analysis of progress in meeting key strategic objectives and KPIs.
  - Monitor, evaluate and review the quality of teaching and support in the classroom, initiating improvement strategies with the aim of providing outstanding standards of teaching and learning.
  - Develop and retain high-quality staff through effective professional development, performance management, coaching and mentoring.
  - Recruit, retain and deploy staff effectively.
  - Ensure job descriptions and performance management strategies for all staff are based on clear roles and responsibilities, reviewed regularly, and are consistent with current need.
  - Apply a strong working knowledge of utilising data effectively to ensure that areas for development can be swiftly identified and addressed, and that the data can be relayed meaningfully to a wide range of stakeholders.
  - Make regular progress reports to the CEO, Executive Team, Local Governing Board and Trustees.
  - Ensure that every pupil is supported to be successful and to achieve and attain to the best of their ability, removing barriers to learning.
  - Responsible for creating a productive, safe, aspirational learning environment.
  - Establish and sustain high quality, expert teaching across all subjects.
  - Ensure that teaching is underpinned by high-quality relationships and an
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understanding of relational and trauma-informed practice, as well as high levels of subject expertise.

- Ensure that a broad, relevant and balanced curriculum is in place which is coherently structured and sets out the knowledge, skills and values that will be taught at each stage.
- Ensure that the curriculum prioritises SEMH development and literacy (in particular reading, speaking and listening) as well as the other basic skills pupils need in order to thrive in their education and be effectively prepared for their next steps.
- Create a culture and ethos of challenge and support where all pupils can achieve success and become positively engaged in, and motivated by, their own learning.
- Have ambitious expectations of all pupils and develop an inclusive culture in which all pupils can access a broad, relevant and aspirational curriculum.
- Benchmark pupils' progress against other schools within the Trust and beyond, ensuring reliable and proportionate approaches are used to assess pupils' knowledge and understanding.
- Promote a culture that encourages collaboration, where best practice is shared throughout the school and wider Trust, in order to secure the best outcomes for pupils.

### **Leadership of safeguarding, behaviour and wellbeing**

- Ensure that all pupils and staff feel and are safe in school.
- Be accountable for the safeguarding of pupils.
- Work with DSLs to ensure that the Safeguarding Policy is implemented effectively by everyone in the school community.
- Establish and maintain high expectations of behaviour for all pupils.
- Establish an environment with positive relationships, high expectations, clear boundaries and effective routines.
- Monitor staff wellbeing and workload and implement strategies to promote a healthy working environment.
- Report to the Trust Executive Team on safeguarding and wellbeing in the school.


### **Inspirational Leadership**

- Keep children and young people at the heart of everything you do.
- Provide inspirational leadership to ensure that every member of the school community has the opportunity to fulfil their true potential, ensuring high quality education for all pupils and excellent standards of learning, progress and achievement.
- Lead by example to ensure that the school maintains and further develops its reputation for high quality nurturing, inclusive provision and educational standards.
- Lead with integrity.
- Develop and sustain the respectful and inclusive ethos of our Trust and hold the Trust vision and values at the heart of everything you do.
- Act professionally and work efficiently at all times; expecting the same of colleagues. This includes being proactive in terms of personal and professional development.

### **Financial Management & Health and Safety**



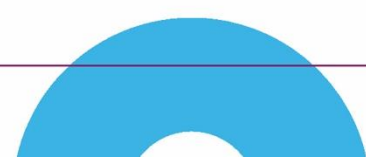
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- Effectively manage allocated budgets and keep accurate records.
  - Ensure the efficient and effective deployment of the allocated budget so that all spending leads to improved outcomes for pupils.
  - Control the delegation of budget to ensure the school remains financially robust.
  - Maintain effective procedures for the safety, security, supervision and maintenance of the school environment and resources, ensuring that all relevant health and safety regulations are met.
  - Ensure that the school facilities, resources and environment support effective and stimulating teaching and learning.
  - Report to the Trust Executive Team on spending and impact.

### **Local Governing Board and Board of Trustees**

- Work closely with the Local Governing Board and Trustees, providing specialist advice when required, to ensure robust and positive working partnerships.
- Provide regular information to the Local Governing Board and Board of Trustees on all aspects of performance, progress and achievement.
- Ensure that all responsibilities delegated by the Local Governing Board and Board of Trustees are carried out promptly and effectively.
- Undertake any other duties which from time to time may be reasonably required and be relevant and commensurate with the post, as deemed necessary by the Local Governing Body, CEO, Executive Leaders and Board of Trustees.

### **General**


- Attend meetings in accordance with the Trust policies and lead such meetings as required.
  - Participate in training and other learning activities and performance development, as required, as part of ongoing CPD.
  - Maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information in line with data protection.
  - Act with integrity, honesty and professional competence and understand the importance of confidentiality.
  - Have a positive attitude towards working with vulnerable young people, including the ability to be consistently understanding, responsive, calm and supportive.
  - Carry out your duties with due regard to current and future policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and ongoing performance development and through school and Trust communications.
  - Take reasonable care of the health and safety of self and other persons and resources whilst at work. This entails supporting the school's responsibilities under the Health and Safety at Work Act.
  - Consistently demonstrate commitment to the Trust's Vision, Mission and Core Values.
  - As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities towards safeguarding.
  - Carry out such reasonable additional duties as may from time to time be determined by or on behalf of the Trust Board and / or Executive Leadership Team.
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## PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
<b>Knowledge, Education and Training</b>	Educated to Degree Level	E
	Qualified Teacher Status	E
	National Professional Qualification for Headship, or a willingness to undertake this	E
	Knowledge of current practice, including the National Curriculum and educational developments	E
	Knowledge of legislation and practice in education and Special Educational Needs	E
	Knowledge and understanding of people, governance and budget management and financial systems	E
	Up to date knowledge of the Ofsted framework and recent changes	E
	Knowledge of ways to build, communicate and implement a shared vision across the school and wider Trust	E
	Evidence of post-graduate study	D
	Evidence of relevant further professional development	E
<b>Relevant Experience</b>	Recent and substantial experience in leadership and management at strategic senior leadership level	E
	Experience of leading in mainstream or alternative provision settings	E
	Evidence of previous strategic financial planning, budgetary management and principles of best value	E
	Experience and evidence of the ability to build, communicate and implement a shared vision and strategic plan	E
	A proven track record of successful teaching and curriculum leadership experience	E
	Experience of (and ability to lead) the self-evaluation process in driving continuous whole school improvement	E
	Experience of working with students with wide-ranging learning, social, emotional and mental health needs	E

	Knowledge and experience of devising, developing, implementing and monitoring programmes to support the needs of young people with SEMH needs	E
	Strong record of educational leadership: raising standards, achieving outstanding results and having a personal impact on staff and students	E
	Experience of developing and delivering successful school improvement programmes	E
	Experience of implementing rigorous, fair and transparent systems for managing performance of staff, addressing underperformance and supporting staff to improve and value best practice	E
	Experience of developing and leading inspirational CPD for teaching and support staff	E
	Experience of working effectively with multiple internal and external stakeholders	E
	Evidence of working within a school in challenging circumstances	D
<b>Aptitudes, skills and competencies</b>	Evidence of delivering strategies for raising achievement	E
	Ability to use data, benchmarking and feedback to effectively monitor and evaluate the quality of teaching, progress of pupils and identify trends	E
	Ability to plan, prioritise and organise yourself and others	E
	Ability to work consistently efficiently and accurately working to (and achieving) multiple deadlines	E
	Demonstrate an enthusiastic and collaborative approach	E
	Adaptable to changing circumstances and resilient under pressure	E
	Excellent IT skills, including the ability to understand the use of social media	E
	Excellent interpersonal skills and emotional intelligence with the ability to build strong working relationships and be approachable to staff at all levels	E
	Ability to motivate and inspire others with strength to challenge and manage under-performance	E
	Strong verbal and written communication skills, including excellent report writing skills	E



<b>Any additional factors</b>	Evidence of a commitment to promoting the welfare and safeguarding of children, and understanding of the importance of ensuring all children feel safe and included	E
	Have an up-to-date understanding of safeguarding and child protection issues and procedures and a commitment to maintaining up-to-date knowledge of child protection legislation and guidance	E
	Significant training and experience as a DSL	D
	Demonstrable knowledge and understanding of equality, diversity and inclusion issues and legislation, with a commitment to providing equal opportunities for all stakeholders	E
	Driving licence and use of own vehicle	E

### Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

### Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

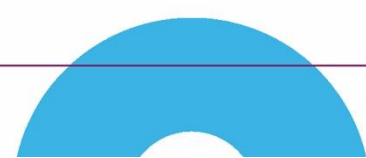
### Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

### Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2022, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.





## GDPR

A copy of our Privacy Notice is available via our website: [www.eat.co.uk](http://www.eat.co.uk)



Nurturing inclusive learning communities

Ethos Academy Trust  
c/o Reach Academy  
Field Hill Centre  
Batley Field Hill  
Batley  
WF17 0BQ