



CANDIDATE INFORMATION BROCHURE FOR THE ROLE OF HEADTEACHER AT FOUR DWELLINGS PRIMARY ACADEMY



To inspire young people to make their best better

March 2017

Dear Candidate

Thank you for your interest in becoming the next Headteacher at Four Dwellings Primary Academy. We are very proud and privileged to serve the young people in and around the Quinton West area of Birmingham.

In recent years enormous strides have been made to increase learning standards. The proportion of our children eligible for pupil premium is well above average and our dedicated teachers and leaders continue to develop a curriculum that inspires and prepares them for their future.

Four Dwellings Primary Academy has an exciting future and it is absolutely vital that we attract the right calibre of professional to lead Four Dwellings Primary on its journey. You will be a colleague who is relentless in their desire to raise standards and improve outcomes; a colleague who is able to enjoy positive, professional relationships with young people, staff and the wider community; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

Four Dwellings Primary Academy is part of Academies Enterprise Trust network of 66 primary, special and secondary academies. We are passionately committed to inspiring children and young people. We firmly believe that all young people deserve to become world class learners - to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Being part of the Trust has enabled us to work closely with our 'Midlands' Cluster' of primaries. The Trust provides a high degree of support and expertise to the whole school community and we enjoy significant partnerships with other primary and secondary academies across the school network.

We warmly invite you to look at our website and read through the information about what we do, our achievements both inside and outside of curriculum time and the other accolades the academy has achieved. You are encouraged to visit the academy for a tour.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

If you share our vision and values then we would be very excited to hear from you.

Yours sincerely

Tanya Bentham
Head of Talent

Four Dwellings Primary Academy

Four Dwellings Primary Academy is a 2 form-entry primary school, in the heart of Quinton, Birmingham with 454 pupils on roll. Pupils from 3yrs to 11yrs come here to learn, explore, investigate, discover, build aspirations, question and to solve problems through an engaging and challenging curriculum and school life.

At Four Dwellings Primary Academy, we have our '4D's' which are our fundamental principles and run through all areas of school life.



Dream

Our ambitions, our goals



Duty

Our rules, our responsibilities



Drive

Our determination to do our best



Dazzle

Celebrating our successes, loving our learning

Our [staffing structure](#)

Working with the community

We are committed to working in partnership with our parents and carers and our wider community. We work in school and with our parents to always have the best interests of our children at our heart. We work to maintain an open and respectful dialogue with our parents, carers and other partners in order to benefit the children. Our community room is open daily to encourage parents and members of our local community to come and work with us in supporting our children.

We also work to develop the 'school within the community' and work with our partners in Academies Enterprise Trust cluster and other Local Authority partners and businesses to achieve our aims.

Building trust, working together and keeping our vision for the school and our children is always at the forefront of our planning, discussions and decision making. We are here for our children; it is our responsibility to do our best for them, to care for their needs and to support our parents and carers in the enormous and exciting task of raising young people in

an ever more complex and global society. We know we have a privileged place in that process and our promise to our parents, children and other stakeholders is that we will do our best for each child and use our resources wisely to achieve our goals.

Our curriculum

At Four Dwellings Primary Academy, we are committed to delivering a **complete and cohesive curriculum** which allows for opportunities to **use and apply** various skills and a variety of contexts thereby deepening and evolving pupil's understanding over time. We believe that a primary curriculum should be **broad and balanced**, and should allow the pupils to experience a wide range of activities.

We have achieved this by creating a thorough Curriculum document which promotes links between subjects and has trips and experiences built into it. Curriculum content is taken from the new **National Curriculum in England 2014** document. English and Maths are taught with a focussed approach in discrete lessons and then these key skills are then applied within other contexts when teaching the Foundation Curriculum. Our Religious Education Curriculum is taken from the Birmingham Agreed Syllabus for RE.

Planning

Where possible, the Foundation Curriculum links subjects through a **skills and knowledge based cross-curricular approach**. The document below details the skills which are to be taught by each class teacher throughout the year. These skills have been taken directly from the new National Curriculum in England 2015 document and subject co-ordinators have ensured that there is progression within their throughout the school. Medium term plans (for Foundation subjects) or weekly plans (for English and Maths) are written from these half term overviews which detail the lessons themselves.

Closing the Gap

In order to ensure that pupils **basic skills are embedded**, it is necessary (at times) for the pupils to complete interventions during curriculum time, in order to provide small group focussed learning which will tackle a specific barrier to learning (which may be either an academic or pastoral barrier). These interventions are designed by the class teacher, phase leader, SENDco or pastoral manager to address a specific issue and are intended to be designed as a short term removal from the Standard Curriculum.

Assessment

English and Maths are assessed by the teacher through the use of **Formative assessment** techniques which enable the teacher to continually adapt the teaching to suit the needs of the pupils. These subjects are then assessed summatively through the use of 'Age Related' tests (Yrs 3 - 5), National assessments (SAT's - Yr 2 & Yr6, Phonics - Yr 1) and other assessment materials (e.g. Pm Benchmarks, Target Tracker statements etc). Assessment Tasks are built into the Foundation Curriculum, which enable the teacher to assess the pupils achievements against a particular skill in a subject, are built into the medium term planning. All children are targeted to meet age-related expectations (at least) by the end of the academic year.

Our Early Year and Foundation Stage Curriculum

In the Early Years and Foundation Stage (EYFS) there are seven areas of learning - 3 prime and 4 specific. Each area has associated Early Learning Goals (ELGs).

Ofsted

[Ofsted reports](#)

Data

| | |
|--|----------------------|
| Age range | 3-11 |
| Location | Quinton, Birmingham |
| Budget size | £2.5 million |
| Number on roll | 458 |
| % of students on free school meals | 63% |
| % of students with English as an additional language | 18% |
| % of students with SEN | 16% |
| Attendance % | 94% |
| Date academy established | January 2013 |
| Number of teaching staff | 20 |
| % of newly qualified teachers | 5 |
| Performance | Data |

JOB DESCRIPTION

Job Title: *Principal*

Accountable to: **Regional Education Advisor
Chair of Governors**

Allowance Attached to the Post: **As set out in the contract of employment where applicable**

Core Purpose of the Principal

The Principal is accountable overall to Academies Enterprise Trust (the “Group”) through our governance structure for ensuring the educational success of the Academy within the overall framework of Group’s the Corporate Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources.

1. Strategic direction and development

- Develop and communicate a shared educational vision that expresses the core values of the Group, is responsive to the needs of the local community, and motivates and inspires others.
- Raise the aspirations of students, their families and all staff to foster the self-belief that all students who attend the Academy can achieve at the highest level.
- Work closely with other academies within the Group and all key stakeholders to achieve this vision and secure their commitment to its enactment.
- Develop a strategic approach that focuses on pace and accelerated progress to bring about rapid and sustainable improvement.
- Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on students’ achievement and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high quality educational experience is available for all children and young people who attend the Academy.
- Ensure a robust and sustainable focus on supporting students to make the best possible progress in all subjects across the Academy.
- Establish creative and collaborative responses to personalising learning and improving teaching within the Academy.
- Drive innovation in education ensuring the Academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- Determine curricula and learning pathways that are informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of the Global economy.
- Develop and implement strategies to ensure continuity of learning at all main points of transfer, for example when student progress from the primary to secondary phase.
- Ensure the development and consistent implementation of robust tracking and monitoring systems that accurately identify and evidence students’ ongoing and projected progress in all subjects.

- Ensure that assessment for learning is embedded in all teaching so that students understand fully what they need to do to make the best possible progress.
- Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action is taken in accordance with Group policies and procedures.
- Provide a range of extra-curricular activities which will enhance the reputation of the Academy and the Group in regards to providing a broad and well-rounded education.
- Create a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and others

- Provide dynamic, consistent and motivational leadership for the Academy and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- Set high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the Academy's intended outcomes.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- Develop and implement a performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- Regularly review your own practice, set personal targets and take responsibility for your own continuous professional development.
- Ensure that systems are in place to encourage all staff to be similarly active in their personal and continuous professional development.
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly for middle and senior leaders.
- Develop an ethos that ensures regular involvement of all staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- Work collaboratively with the chair of the Local Governing Body (LGB) to encourage and support all LGB members both separately and collectively to fulfil their governance responsibilities effectively, in particular in terms of holding the Academy to account and challenging the Academy to enable all students to make the best possible progress and achieve their full potential.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the Group ethos and vision.

4. Academy ethos and community

- Create effective means of communication to ensure that all stakeholders in the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- Create strong links and collaborative ways of working with all stakeholders including the wider community, other Group academies, neighbouring schools and colleges, ensuring the Academy is at the heart of the community.
- Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including entire family members) to access knowledge, skills and learning opportunities.
- Work with the Group's Professional Services Departments, the Local Authority and the

Local Governing Body to support the achievement of locally determined educational priorities and initiatives.

- Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.
- Develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- Foster a culture where all members of the Academy community respect others and their physical surroundings.
- Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence, self-respect and social responsibility are encouraged.
- Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the Academy.

5. Management of the organisation

- Ensure effective operational management for the delivery of education within the Academy's budget and in accordance with financial and organisational structures of the Group as set in the Finance Handbook.
- Work to, and report on, and achieve targets for achievement of the Academy and personal targets as agreed by the Group, Local Governing Body and the DfE.
- Work within a defined organisational structure that enables effective and efficient ways of working and supports the achievement of the Academy's objectives.
- Work with Regional Director of Education, the Chair of the Local Governing Body and the AET Board to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the Academy and of their personal role in enabling and promoting high quality learning.
- Work effectively with Professional Services Departments, Group Principals/Headteachers, the Local Governing Body, to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- Act in accordance with Group policies, procedures and legislation affecting the conduct of the Academy, particularly that governing health and safety, finance and employment rights.
- Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

6. Supporting the work of the Group

- Develop strong, positive relationships with Group colleagues; contribute to collaborative work across Group Academies; and support other staff in participating in Group work and projects.
- Participate in Group and sector-wide activities in order to share best practice, contribute to the development of Group strategies and policies and promote the Academy and the Group in a national context.
- Undertake any other reasonable duties deemed appropriate to the role of the Principal.

7. Specific Responsibilities

- To report to Professional Services Departments, the Chair of the Local Governing Body and the Board as appropriate.
- To report to the Local Governing Body, at Academy level, on Academy performance and the implementation of Group policies, thereby ensuring full involvement of the governors in strategic planning, business activities, monitoring and building relationships with the wider community.
- Further aspects to be agreed with the Regional Director for Education, the Chair of the Local Governing Body and the Group Board

NOTES

All Academy leaders are subject to the requirements of the National Standards of Excellence for Headteachers, as published and revised by the DfE. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Regional Director for Education and the Chair of the LGB.

All Academy leaders are subject to the requirements of the Ofsted measures of effectiveness, which will be monitored by the Regional Director for Education, the AET Board, and the LGB.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Regional Director for Education, the CEO, the AET Board and the Chair of Board of Governors.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION

| Criteria | Essential | Desirable | Evidence |
|---------------------------|--|---|--|
| Qualifications | <ul style="list-style-type: none"> • Degree • Teaching qualification | <ul style="list-style-type: none"> • Higher qualification in education and/or management • NPQH • Participation in an accredited school leadership programme | <ul style="list-style-type: none"> • Application form • Certificates |
| Experience | <ul style="list-style-type: none"> • Experience in at least two primary schools/academies • Significant experience at senior level • Proven track record of raising educational standards • Experience of whole school curriculum planning, development and implementation • Experience of developing, implementing and managing effective whole school systems for monitoring students' progress | <ul style="list-style-type: none"> • Curriculum and pastoral experience at senior management level • Experience of working at a senior level in a school in challenging circumstances where rapid improvement has been achieved | <ul style="list-style-type: none"> • Application form • Letter of application • Selection process • References |
| Shaping the Future | <ul style="list-style-type: none"> • Capacity to recognise and build on the considerable successes of the academy and formulate a vision for innovation and improvement • Sound knowledge of current and future educational developments • Experience of | <ul style="list-style-type: none"> • High profile in school and community • Proven track record of change management • Leading a school to achieve improved OFSTED judgements | <ul style="list-style-type: none"> • Letter of application • Selection process • References |

| | | | |
|--|--|---|--|
| | <p>successfully leading change and inspiring others</p> <ul style="list-style-type: none"> • Experience of leading and implementing rapid improvement | | |
| Leading Learning & Teaching | <ul style="list-style-type: none"> • Ability to lead by example and inspire high quality teaching and learning • Ability to inspire, demonstrate and support the highest of expectations for all • Commitment to include and make a difference for every student | <ul style="list-style-type: none"> • Ability to model and demonstrate outstanding classroom practice | <ul style="list-style-type: none"> • Letter of application • Selection process • References |
| Developing Self and Working with Others | <ul style="list-style-type: none"> • Skill to set appropriate and challenging targets • Capability to make and take decisions and delegate appropriately • Commitment to the encouragement, empowerment and training of staff • Commitment to own self development • Commitment to working collaboratively with the Sponsor | <ul style="list-style-type: none"> • Designated safeguarding lead trained | <ul style="list-style-type: none"> • Letter of application • Selection process • References |
| Managing the Organisation | <ul style="list-style-type: none"> • Capacity to build on and manage high performance teams • Ability to use strong and effective management systems underpinned by clear communication • Ability to produce and implement | <ul style="list-style-type: none"> • Experience of financial management and curriculum based budgeting • Understanding of PFI arrangements challenges and potential | <ul style="list-style-type: none"> • Letter of application • Selection process • References |

| | | | |
|--------------------------------|---|---|--|
| | <p>appropriate improvement plans and policies</p> <ul style="list-style-type: none"> • Commitment to the continuation of our strong links and partnerships with governors, staff, parents, pupils, the wider community and other schools • Knowledge and understanding of effective financial management | | |
| Securing Accountability | <ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results • Knowledge of performance management processes • Evidence of effective working with governing bodies and/or academy trust governance arrangements | <ul style="list-style-type: none"> • Experience of accounting to OFSTED and/or the DfE to demonstrate robust evidence of progress and improvement. | <ul style="list-style-type: none"> • Letter of application • Selection process • References |
| Strengthening Community | <ul style="list-style-type: none"> • Ability to continue to develop the academy's response to its changing community • Commitment to promoting community links and cohesion • Evidence of developing positive links and relationships with partner primary schools and academies • Ability to recognise and build on the academy's excellent multi- | <ul style="list-style-type: none"> • Experience of business links | <ul style="list-style-type: none"> • Letter of application • Selection process • References |

| | | | |
|--|--|---|--|
| | agency links | | |
| Personal Qualities & Attributes | <ul style="list-style-type: none"> • Passionate about education • A commitment to inclusion and success for all • An effective communicator • Interpersonal awareness and concern for impact • Resilient and energetic • Firm and fair • Lead by example with high professional standards • Visibility and leading from the front • Dynamic and motivational • A sense of proportion | <ul style="list-style-type: none"> • A high level curriculum thinker | <ul style="list-style-type: none"> • Letter of application • Selection process • References |
| Safeguarding Children | <ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Sound understanding of statutory safeguarding requirements | <ul style="list-style-type: none"> • Recent accredited safeguarding training | <ul style="list-style-type: none"> • Letter of application • Selection process • References |

Academies Enterprise Trust

Academies Enterprise Trust is a network of 66 academies (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.



Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the Environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in Childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- AET JTRS Apple Product Store – AET employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group – AET employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- EPCIS (Employee Personal Computer Initiative Scheme) – this is a HMRC approved scheme which allows you to purchase a Training Package which includes a high specification computer from a selected range. Your payment is deducted from your gross salary before you are taxed.
- Life Assurance
- Pension

Health and Wellbeing

- Edenred Travel Club – this provides all AET employees with discounts and special offers on holidays all over the world.
- Halfords Cycle to Work – this scheme allows eligible employees to purchase a cycle tax efficiently through their employer, with deductions being made from the employee's salary before Income Tax and National Insurance are applied. The repayment of the cycle will be over a 12 month period.
- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of AET a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – AET Solutions has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.

APPLICATION PROCESS

Thank you for considering applying for Four Dwellings Primary Academy.

To apply, please complete the application form and return to recruitment@academiesenterprisetrust.org Please note CVs cannot be accepted.

Closing date: Monday 20 March 2017

Shortlisting date: Wednesday 22 March 2017

Interview date: Wednesday 5 and Thursday 6 April 2017

We look forward to receiving your application.