



Headteacher Application Pack



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Letter from Catherine Paine, Chief Executive Officer

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

CEO



Letter from Dr Louise Askew, Chair of Governors, Eastbrook Primary Academy

Dear Candidate

Thank you for your interest in the role of Headteacher at Eastbrook Primary Academy.

Our school is at the heart of a diverse community in Southwick, West Sussex. We were judged to be Outstanding by Ofsted in July 2015. This was a real achievement after having been put in special measures just three years previously. Since that judgment much has happened in the world but our hard-working and committed staff team continues to strive to provide the best possible education for all our children.

Our motto of 'Everyone matters and every day counts' is extremely important because everyone involved in our school – be it children, staff, governors or parents and carers – really does matter, and we recognise also that we have to make the most of every single day that our children spend learning in school.

With the departure of our Headteacher, we are now looking for an outstanding practitioner with the experience and vision to take the school forward, building on the considerable successes that have been achieved over the last few years without losing our inclusive and supportive ethos. That person also needs to be someone who appreciates the importance of the local community for a school. The last few years of pandemic and now the cost of living crisis have demonstrated the crucial role that our school plays for our locality not just in educational terms but in the support that we have been able to provide for our families.

Eastbrook is a brilliant place to work and to learn. We have fantastic children and wonderful staff, and if you would like to be part of our continuing journey of excellence we look forward to hearing from you.

Louise Askew

Chair of Governors, Eastbrook Primary Academy

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing



contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. [You can learn more about REAch2 at our website: www.reach2.org](http://www.reach2.org)

The role

Headteacher at Eastbrook Primary Academy L18 – L24 (£67,351 – £78,010)

About the school

We take pride in our geographic location and in our role as a community primary school. We have a roll of 416 pupils (Reception to year six), and we are a vibrant and diverse community with high expectations for all our pupils. Judged to be an Outstanding school by OFSTED in July 2015, our vision is for Eastbrook to continue be a school where 'everyone matters and every day counts'. We provide an impressive, innovative education ensuring that every pupil has the opportunity to fulfil their maximum potential. Our curriculum is built upon a strong academic core and delivered through creative and engaging teaching.

Our Mission

At Eastbrook Primary Academy our mission is to work together to create a school where:
'Everyone Matters and Every Day Counts'

Our Vision

At Eastbrook Primary Academy our aim is to provide each pupil with the opportunity to become a life-long learner by nurturing pupils' individuality and creativity, guiding pupils' learning and challenging pupils to think independently through the shared involvement of staff, parents and the wider community.

Our Aims

- To nurture a life-long passion for learning
- To ensure everyone reaches his/her full potential
- To encourage creative, independent thinking
- To meet the needs of individual children
- To increase self-esteem
- To equip children for the ever-changing challenges of the 21st Century
- To provide stability and a safe place to learn in
- To develop a sense of community and citizenship

This will be achieved by:

- Excellent teaching
- A full and creative curriculum that caters for different learning styles
- Extra support or challenge when it is needed
- Stimulating indoor and outdoor learning environments
- Excellent communication at all levels
- Strong active links with the community

Everyone is expected to:

- Be responsible for his/her own behaviour
- Share our Community Values: Honesty, Kindness, Positivity and Respect

We believe that children learn best when they are motivated, happy and interested so we are committed to providing a creative curriculum which meets the needs of every individual. A curriculum that is rich and diverse but also balanced and relevant. We believe in providing challenge and have high expectations for all our learners. We aim to create an environment where children's efforts are valued and where everyone has a chance to shine.

What we are looking for in our next Headteacher

We are seeking an outstanding Headteacher, or an outstanding Deputy Headteacher, who is an innovative, responsible and insightful professional, with the passion, drive, and enthusiasm to build on Eastbrook Academy's considerable strengths. You will be able to lead, motivate, develop, and inspire a school team of staff and governors who are passionately committed to giving pupils a wide range of real-life and enriching experiences, within a culture of highest expectations.

You will demonstrate a clear understanding of what it takes for a school to retain an 'Outstanding' judgement and the competency to lead the school to this outcome. In addition, you will be able to demonstrate your ability to manage, prioritise and organise your workload, to show flexibility and resilience and recognise the need for pastoral care for all members of the community of the school. A commitment to well-being and mental health is essential.

Being part of REAch2

Since 2013, Eastbrook has been part of the REAch2, family. There are over 60 schools within our organisation, grouped into ten clusters. Eastbrook sits within cluster seven and works most closely with six others in that cluster, based around Croydon, Lewisham, Lancing and Littlehampton. The cluster is led by the deputy director of education. Being part of that family, you will benefit from the expertise, support and opportunities offered by the largest, primary only, multi-academy trust in the country; you will have the freedom to shape Eastbrook within our guiding principles, to open up opportunities to develop your career; to take care of your wellbeing at work and to enable you to flourish as an individual.

REAch2 will offer you the kind of rewards you can only find in a Trust that is improving the prospects and life chances for thousands of children across the country.

To find out more about the school and REAch2 we strongly advise that you visit our websites:

www.eastbrook.w-sussex.sch.uk

<https://reach2.org>

The application

You are invited to submit an application form to **HRSupport@reach2.org**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal and confidential discussion please contact Mr Justin Burt, Deputy Director of Education by emailing justin.burt@reach2.org or Dr Louise Askew, Chair of Governors, by emailing louise@reach2.org.

The application process and timetable

Application deadline and short listing:	Friday 13th January 2023 at Midday
School visits:	The following dates (starting at 10am) have been set aside for school tours for prospective candidates: Tuesday 6th December Wednesday 14th December Thursday 12th January
Interviews:	Wednesday 18th January
Start date:	Summer term 2023 (or earlier)

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and

responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post:	Headteacher
Responsible to:	Deputy director of education (cluster 7) at REAch2 Academy Trust, and the local governing body
Responsible for:	Whole school
Location of role:	School based, Manor Hall Rd, Southwick, Brighton

About the Role

The Headteacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document.

The Headteacher is accountable to the Deputy Director of Education (cluster 7) and the Local Governing Body for ensuring the educational success of their school within the framework of their school strategic plans. They provide professional leadership and management of their school and must establish a culture that promotes excellence, equality and high expectations of all pupils.

Overall responsibilities

- The effective implementation and embedding of the school's vision, principles and policies.
- Providing leadership across all aspects of the internal organisation, professional leadership, management and control of the school.
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school's work.

Shaping the Future (Strategic Leadership)

- To work with the Trust, the local governing body and SLT, to develop the shared vision and strategic plan for the school, which is responsive to the community it serves. At the core of this should be the educational and personal development of the pupils.
- To work with the Trust, governors and staff to define and implement the school's vision and strategic direction so that it is understood and acted upon by all stakeholders.

- To work within the school community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement.
- To ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong education environment.
- To ensure the school achieves its performance targets.
- Demonstrate the vision and values of the school in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Promote the school and develop effective and productive relationships with a wide range of stakeholders.
- Secure the commitment of parents and the wider community to the vision and direction of the school.
- To challenge, motivate and empower others to attain ambitious outcomes.
- In conjunction with the Trust and local governing body, develop strategies for school readiness in early years and a positive transition across key stages and into both primary and secondary education for children and parents.

Leading Learning and Teaching

- Drive and inspire a passion for learning in every member of the school community.
- Provide a model of outstanding practice to all staff in teaching and school leadership.
- Secure and sustain effective teaching and learning throughout the school by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups.
- Promote excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole-person as well as academic).
- Ensure that a high-quality educational experience is available for all children and young people.
- Create a positive culture of challenge, support and high expectations, in order to achieve the school's strategic school development plan, raise standards and improve the quality of teaching.
- ensure that quality first teaching happens consistently in all subjects across all year groups, face to face and remotely.
- ensure that all children make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion.
- Ensure effective and appropriate pastoral support is available to children in the school.
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.

- Keep informed of developments within the national curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant and inspirational and contributes to outstanding educational and whole-person outcomes.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence, including online learning.
- Develop an inclusive and supportive approach so that Eastbrook Primary Academy is a place where all young people and the wider school community feel welcome.

Developing Self and Working with Others

- Treat everyone within the school fairly and equitably.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with adopted appraisal and capability policies and procedures.
- Ensure a high standard of professional development for all staff and for self-including attending all mandatory training events.
- To build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Work with all staff to build effective teams.
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below.
- Effective and consistent implementation of the appraisal policy and other systems of quality assurance and professional development of teachers.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school.
- Actively consider succession planning to develop capacity, through coaching and mentoring members of the SLT.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development across other schools locally.

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

- Manage the annual budget so that the school secures its objectives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit and retain staff of the highest quality, in line safer recruitment procedures.
- Deploy all staff effectively in order to improve the quality of education provided.
- Regularly monitor the budget for the school and the use of resources.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all.
- Work the school business manager to maximise the level of external funding that is attracted to support the school's development.
- Promote, embed, secure and monitor all agreed policies.

Securing Accountability

- Work with the deputy director of education and the local governing body (providing information, objective advice and support) to enable them to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Further develop a school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Further develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, and those from the wider business or other organisations into the school to enhance and enrich the school and its value to the wider community.

Equal opportunities

- To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

Safeguarding children and Safer Recruitment

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school, the Trust & local governing body.
- Ensure that all policies and procedures adopted by the school, the Trust and Governing Body are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Health and Safety

- To work in compliance with the school's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- To ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- To ensure compliance with the Data Protection Act (1974) and the Freedom of Information Act (2000).

Person Specification

Knowledge and Skills Required	Essential	Desirable	Measured By*
Knowledge			
An outstanding headteacher or outstanding highly experienced deputy headteacher in a primary setting	X		A I
Outstanding teacher	X		R A
Demonstrates a clear understanding of what it takes for a school to retain an 'Outstanding' judgement and the competency to lead the school to this outcome	X		A, I
Has experience of leading within an 'Outstanding' school		X	A
Proven track record of raising educational standards	X		R, A, I
Using data (both quantitative and qualitative) to set targets and raise standards	X		A, I, O
Experience of managing / leading a team	X		A, I, O
The monitoring and evaluation process	X		A, I
Statutory testing and access arrangements	X		A
Working with children's services including a full understanding of Keeping Children Safe in Education	X		A I
Engaging difficult to reach families	X		A I
Responsible for (aspects of) the SEF and SDP	X		A
Demonstrates an understanding of and commitment to the development of staff,	X		A, I, O

including addressing poor performance where needed.			
An understanding of school financial systems and setting a balanced budget		X	A
Qualification			
Relevant degree	X		A
NPQH or equivalent	X		A
Qualified Teacher Status	X		A
Evidence of proactive continuous professional development	X		A I
Personal Qualities			
Hard working and resilient	X		R
Flexible and adaptable	X		R
Well organised	X		R I
Excellent interpersonal skills	X		I, O
Supportive – able to lead and develop a team	X		R, A, I, O
Able to work collaboratively, seeking help and advice where needed	X		R, A, I
A commitment to equalities, diversity and inclusion	X		R, A, I, O
Interest and motivation in the job			
Enthusiasm for children’s learning	X		R, A, I, O

*A = application form, I = interview, R = references and O= observation