



Executive Headteacher

Candidate Information Pack

"I can do things you cannot ,
you can do things I cannot ,
together we can do great things"

Mother Theresa

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February 2020

Welcome

Thank you for asking for an application pack for this exciting post with the Learning Together Trust as our new Executive Headteacher.

The Learning Together Multi-Academy Trust consists of four Church of England primary schools and academies in the Liverpool and Blackburn dioceses. The Board of Directors seek to appoint someone who will continue to build on the successes of the trust in the transformations our schools have already achieved, while continuing to develop our schools' portfolios.

We are looking for an outstanding practitioner and team player who will be committed to the Christian ethos of the trust. The successful applicant will join a gifted and able Leadership Team and a dedicated Board of Directors who strive to deliver a programme across the Trust which sees us all achieving our very best. Our aim is for all our schools to be places of learning with the development and nurture of our children at their core, and seek a colleague who shares the same vision.

We are all excited to welcome a new colleague onto our team, and we very much look forward to hearing from you.

With prayerful best wishes,

Sincerely

A handwritten signature in black ink, appearing to read "Andrew Holliday". The signature is written in a cursive, flowing style.

The Rev'd Canon Andrew Holliday.

Chairman of the Learning Together Multi-Academy Trust



Learning Together Trust

The Learning Together Trust was set up to promote and develop collaboration and partnership working in a formalised structure. There are four academies in our trust, St. Wilfrid's CE Primary Academy, Canon Sharples CE Primary School and Nursery, St David Haigh and Aspull CE Primary School and Adlington St Paul's CE Primary School.

The trust was established as a Multi Academy Trust in April 2015 and St. Wilfrid's is the sponsor for Canon Sharples. The trust is open to both converter and sponsored academies from all types of school. We believe that every child deserves the right to an outstanding education, the right to success and that collaboration and partnership working are key to success.





St Wilfrid's CE Primary Academy

St. Wilfrid's is the founding school of the "Learning Together Trust". It became a single academy in July 2013 and subsequently converted to a Multi Academy Trust in April 2015.

St. Wilfrid's is a large, high performing Primary School that prides itself on its distinctive Christian identity and is judged OUTSTANDING by Ofsted. The school has a 60 place Nursery and offers flexible provision and wrap around care. The school offers 75 places in each year group Reception to Year 6. Children start Reception in the September after their 4th birthday.

St Wilfrid's is designated as a National Support School and has successfully achieved the National Healthy Schools Partnership Award; School Games Platinum; Eco Silver Award; Mentally Healthy School Gold Award; Wigan and Leigh Education Career Aspiration Award; Wigan and Leigh Education; Art's Award; Music Mark; Church School Distinctiveness Award; Healthy Living Award (Greater Manchester School Awards.) The school is also very successful in many different sporting disciplines and offers a wide range of music lessons and groups to all children.

In 2018-19 the Trust has contributed £175k towards the provision of 3 additional classrooms which was part of a basic need project.





Canon Sharples CE Primary School and Nursery

Canon Sharples joined the “Learning Together Trust” in July 2015 and as a sponsored converter academy.

Staff and pupils from Canon Sharples have greatly benefitted from Trust collaboration resulting in it gaining a Good Ofsted judgement in June 2018 with OUTSTANDING Early Years Provision and personal development. The inspectors were very impressed with the level of care and support given to pupils. The school has also achieved OUTSTANDING in its SIAMs inspection.

The school has achieved the following external accreditations: Church School Partnership 1; Read Write Inc phonics accreditation; School Games Mark Silver; Basic Skills award and Arts Mark Silver.

In the last two years the Trust has invested £120k in improving the school environment.





Adlington St Paul's CE Primary School

Adlington St Paul's Church of England Primary School is the latest school to join the Trust as a sponsor led academy.

The school joined the Trust on the 1st January 2019 and is working effectively with the Trust to develop its curriculum and to improve standards across the school.

The school recent Ofsted monitoring inspection recognised the improvements in the school and the commitment of the staff and Governors to on-going development as part of the Learning Together Trust.

The Trust are currently bidding for funding towards improving the school environment.



Strategic Plan 2018-2021



1. **CONTEXT**
2. **VISION**
3. **STRATEGIC AIMS**

CONTEXT

The Learning Together Trust was established in April 2015. It was originally set up to formalise the existing partnership between St. Wilfrid's Church of England Primary Academy and Canon Sharples CE Primary School and Nursery. There are currently four schools in the Trust. Canon Sharples was originally sponsored by St. Wilfrid's, it now has a Good Ofsted outcome and this has improved the capacity of the Trust to support other schools. Two other schools St David Haigh and Aspull CE Primary School and Adlington St Paul's CE Primary School have

recently joined the Trust in November 2018 and January 2019. St David is a Good school and is a converter whereas following an Ofsted in November 2017 St Paul's was designated as Special Measures and so is a forced academisation and sponsored by the Trust. The Trust works very closely with all schools to provide a range of services, support and collaborative working for all children.

The Trust is keen to continue to grow its family of academies, further enabling it to achieve a greater level of system led improvements, further opportunities for collaboration between leaders and staff at all levels of the school and better economies of scale which are significant in the current financial climate.

The Learning Together Trust provides an opportunity for schools to convert to academy status whilst retaining their own identity. Wherever a school is on its journey, we will recognise its strengths and work closely with the school to achieve continuous development. Children are at the heart of all we do and we recognise that each child is unique.



VISION

The Trust will:

- Enable individual schools to thrive in their own context and in line with their own vision and values as part of our family of schools
- Provide a home for both church and community schools who want to work in partnership to secure better outcomes for children
- Be a home for church schools committed to maintaining their distinctiveness, based on their Christian Values
- Provide the opportunity to work with a range of partners to enable each school to continue to grow and develop
- Offer bespoke packages for individual school's improvement
- Offer a range of services to enable schools to focus on Teaching and Learning
- Offer flexible and appropriate support to schools wherever they are on their journey
- Work with Local Governing Bodies to achieve highly effective governance
- Be outward facing and work with other MATs
- Provide and fund an Enrichment entitlement

When a school joins the Learning Together Trust they will receive a specially commissioned piece of art to celebrate their membership of our family. The executive team will work closely with school leaders and Governors to agree short and long-term priorities for development. Packages of support tailored to the individual needs of each school and its children will be developed to ensure that each school achieves excellence for its children.

We aim:

- to develop schools that proactively support each other, drawing together all learners - pupils, teachers and leaders to learn collaboratively
- to act as a learning organisation, utilising the benefits of CPD, active research and to grow the next generation of school leaders

STRATEGIC AIMS

1. OUTCOMES – All academies will be supported to be good and outstanding.

- a) Improve standards in Reading, Writing and Maths so that year on year there is an increase in the number of pupils reaching and exceeding Age-Related Expectations and those at working at depth
- b) Ensure that all pupils relative to their starting points make good or better progress
- c) Secure high-quality Teaching and Learning across a rich and broad curriculum
- d) Ensure that pupils and groups at risk of underachievement make good or better progress
- e) Strengthen the Christian distinctiveness of our church academies



2. SCHOOL IMPROVEMENT – To develop a self-sustaining system led, collaborative approach to improvement.

- a) Develop accurate and robust self-evaluation
- b) Identify strengths to share and areas for improvement and develop systems for school to school support
- c) Maintain and build links with existing partners

3. LEADERSHIP – To achieve high quality leadership and governance at all levels – Board, Local Governing Body, SLT, LT, teachers and support staff.

- a) Develop and embed high quality governance of the LGB
- b) Develop a fully functioning, high level Trust board that represents the full skills required
- c) Empower leaders across each school

4. BUSINESS – To strengthen the Trust by incorporating new academies and developing sustainability.

- a) Maintain measured and systematic growth, yet retain the family feel
- b) Deliver high quality services to academies enabling them to focus on Teaching and Learning
- c) Develop the structure
- d) Deliver strong financial planning
- e) Ensure effective governance

OUTCOMES—SUCCESS CRITERIA 2021

SC 1) Outcomes and progress at all statutory reporting points (EYFS, Y1, Y2, Y6) are above national in all schools

SC 2) All teaching is at least Good, and in many areas Outstanding

SC 3) Groups at risk of underperformance are progressing at least in line with peers and achievement gaps are closed

SC 4) Ofsted and SIAMs outcomes are judged as Good and Outstanding

OUTCOMES—MILESTONES

M 1) All schools to be in line with National by July 2020. Some to be ahead of National (revised)



M 2) Most teaching to be at least Good with much Outstanding by July 2020 (revised)

M 3) Success criteria may need to be reviewed as new schools join the Trust

OUTCOMES—KEY PERFORMANCE INDICATORS

KPI 1) National levels of attainment and progress are achieved

KPI 2) Attainment and progress of disadvantaged pupils is in line with peers and national

KPI 3) All teaching good and majority outstanding

SCHOOL IMPROVEMENT—SUCCESS CRITERIA 2021

SC 6) Frequent Monitoring and Evaluation visits from external school improvement officer

SC 7) On-going support and development brokered across the Trust

SC 8) Opportunities for sharing good practice provided

SC 9) Collaborative working and networks established across the Trust

SC 10) Opportunities for joint training sought as appropriate

SC 11) Relationships maintained with strategic partners – Teaching School Alliance, LA and Consortia, CLASS, Dioceses of Blackburn and Liverpool, Edge Hill University, Manchester Metropolitan University, Hope University

SCHOOL IMPROVEMENT—MILESTONES

M 4) Ongoing development of individual school and Trust Self-evaluation Summer 2020

M 5) Self-evaluation used to identify good practice and areas for development across the Trust and within the consortia and is used to target support December 2020

M 6) External school improvement consultants deployed regularly across the Trust 2020. Other trusts to undertake focussed reciprocal reviews 2020

M 7) Maintain links and work for school improvement and school to school support

M8) Network groups established – HT, DHT, SENDCO, Subject leadership, Learning Mentor



SCHOOL IMPROVEMENT—KEY PERFORMANCE INDICATORS

- KPI 4) All schools judged as Good or Outstanding by Ofsted
- KPI 5) All schools judged as Good or Outstanding in SIAM's inspection
- KPI 6) School improvement increasingly led by system leaders

LEADERSHIP SUCCESS CRITERIA 2021

- SC 12) Trust board is high performing and works effectively with the RSC
- SC 13) Leadership across the Trust is Good and Outstanding
- SC 14) Clear and effective structure for Governance meeting current and future needs is in place
- SC 15) Governance at both Trust and LGB level is good and outstanding across all schools
- SC 16) Succession planning ensures that high quality leaders are identified at an early stage and appropriate training put into place
- SC 17) Highly effective levels of accountability are established and clear lines of reporting and reporting structures are in place
- SC 18) HR strategy established
- SC 19) All Safeguarding, Health and Safety, SEND statutory responsibilities are met
- SC 20) Trust level Finance and Audit committee working well with new schools on board
- SC 21) Trust level Performance and Standards committee working well with new schools on board
- SC 22) Develop the central finance and administration teams as the number of schools in the Trust increases. Establish a single bank account

LEADERSHIP—MILESTONES

- M 9) Trust board and LGB in place with roles and responsibilities clearly working within the "Principles of Effective Governance"
- M 10) Reporting systems and calendar reviewed on an annual basis



M 11) Appraisal of all HT's clearly established with objectives focused on Trust and Individual school self - evaluation 2019-20

M 12) Cycle for policy review established eg. Safeguarding, H/S, HR and Finance

LEADERSHIP—KEY PERFORMANCE INDICATORS

KPI 7) Trust board and LGB's are at full complement and individual members have 85% attendance

KPI 8) Board members and LGB governors clearly understand their individual roles and responsibilities and are effective in their challenge and support

KPI 9) Leadership is at least good in each school

BUSINESS SUCCESS CRITERIA 2021

SC 22) Increase revenue and rationalise staff costs

SC 23) Trust has grown to 2,500 to 3,500 pupils

SC 24) Central services developed to include HR and School Improvement

SC 25) Schools express high levels of satisfaction with Trust services

SC 26) Staffing structure effectively delivers school improvement, finance and HR resources

SC 27) Board effectively delivers growth and services are improved

SC 28) Financial forecasts demonstrate stability and growth with no deficits across the Trust

BUSINESS MILESTONES

M 13) Trust Growth - 2 additional schools 2018/19; 2 additional schools 2019/20; 2 additional schools 20/21 and as capacity builds up, to a maximum of 3500 pupils across the Trust (capacity in any one year could be increased if good and outstanding schools join the Trust)

M 14) Services are clearly designed and articulated for all schools 2020

M15) Value for money is delivered 2020



M 16) Joint procurements are achieved and savings made 2020

BUSINESS KEY PERFORMANCE INDICATORS

KPI 10) Each academy operates at least at break-even point, regardless of additional funding streams

Financial Planning Model	2018/19 £'000	2018/19 £'000	2019/20 £'000	2019/20 £'000	2020/21 £'000	2020/21 £'000
EFA income	3,067,000	4,034,598	4,372,941	6,133,396	4,416,670	8,033,035
Expenditure	3,067,000	4,034,598	4,372,941	6,133,396	4,416,670	8,033,035
Surplus	0.00	0	0	0	0	0
Pupil Numbers	836	1,200	1,200	1,700	1,200	2,200
Average Income Per Pupil	3,668	3,644	3644	3608	3681	3651
Number of Schools	2	4	4	6	4	8
Central Support Costs as % GAG Income	6%	5%	5%	4%	5%	4%
Top Slice Value	184,020	201,730	218,647	245,336	220,834	321,321
Additional Income to two/four school scenario		17,710		26,689		100,488

Assumptions:

- All growth assumes that each new school is a one form entry school.
- Central support costs include strategic finance and consolidated accounts, Finance Director; Strategic direction and school support, Executive Headteacher. (see appendix 1 for Top Slice and Re-charge information)
- For 2018/19 the

Future possible opportunities - dependent upon specific needs of Trust schools:

- Central Team: Facilities manager, HR officer, SEN leadership, external consultants.

RISKS

R 1) Performance of schools not improving quickly enough, causing damage to the reputation of the Trust and the subsequent capacity to grow in size

- a) Prioritise school improvement
- b) Focus on Monitoring and Evaluation and tracking systems
- c) Training for LGB's
- d) Utilise EHT to focus on school improvement
- e) Maintain links with all school improvement partners both locally and nationally

R 2) Numbers on Roll of the Trust do not rise highly enough to be sustainable

- a) Marketing and PR campaign
- b) Monitor forecast of academies
- c) Work with LA's and RSC office to build up pupil numbers and agree expansion plans as appropriate

R 3) Staff recruitment and retention of high quality and high performing staff at different levels of the Trust can't be achieved

- a) Talent spotting and succession planning - support staff, trainee teachers, potential leaders
- b) Continue to develop Trust ITT partnership with MMU, and develop one with Edge Hill

R 4) Change of Government policy

R 5) Schools choosing not to convert

- a) HT advocacy
- b) Proactive relationship with RSC and academy advocates
- c) Effective relationships with LA's and Dioceses to offer high quality school to school support beyond the academy to build up reputation and relationships
- d) Effective marketing

R 6) Over competitive local markets

- a) As above
- b) Build relationships with other MATS





Learning Together Trust Schools Report 2018-19

St. Wilfrid's Church of England Primary Academy continues to strengthen partnerships with the Diocese of Blackburn, the Church of St. Wilfrid and the wider community. Following an 'outstanding' SIAMs inspection in 2019, St. Wilfrid's have worked closely with Blackburn Diocese Board of Education, providing support and training to delegates on the Christian Leadership Programme. Diocesan advisor, Dot Thompson, reported:

'The Christian Distinctiveness is in the DNA of the school and is driven by strong Christian leadership and the vision for every child to achieve and believe.'

Through consultation with a range of stakeholders, the school has extended the mission statement to include scripture and celebrate the Christian Ethos and Distinctiveness of the school.

Achieve, Believe, Care...
at St. Wilfrid's we can.

'I can do all things through Christ who strengthens me,' Philippians 4:13

School leaders have developed a broad and balanced curriculum that meets the needs of the children in the Church Community. The curriculum is designed to motivate, inspire, engage and challenge children, through deepening knowledge and developing skills. This is further enhanced by the recently developed three Es: **Enrichment** (inspirational visitors, educational visitors and events), **Extra-Curricular** (committees, clubs and competitions) and **Experiences** (experiences to develop cultural capital). St. Wilfrid's Christian Values are at the heart of the curriculum and underpin all aspects of school life.

St. Wilfrid's continues to maintain and further improve its academic standards, with children achieving well and making excellent progress at each stage of their education. Outcomes at the end of each key stage are outstanding, with children performing significantly above National in all areas last year.

St. Wilfrid's Church of England Primary Academy was named 'Primary School of the Year 2019' at the Wigan Education Awards, which the Governors, staff, parents and children are immensely proud of. St. Wilfrid's was also awarded 'Sustainable School of the Year 2019' for their highly effective Eco Team.

Other successes include being shortlisted for the 'Health and Wellbeing Award' for the work that the school has undertaken around mental health and wellbeing, 'Community Award' for the collaborative 'Joy' project with Wigan Hospice, and finally 'Inspirational Teacher of the Year' for the school's specialist music teacher, Mrs Goulding. St. Wilfrid's also had National success in sport, competing in the National Finals for both swimming and football. St. Wilfrid's was accredited 'School Games Platinum Award' in recognition of their outstanding provision in PE and School Sport. The school is currently applying for Arts Mark Award and the 'Global Neighbours' accreditation, through Christian Aid.



Canon Sharples CE Primary and Nursery School is confident and proud to be a Church of England School within a Church of England Trust. At the last SIAMs inspection (November 2016), the distinctiveness and effectiveness of the school as a Church of England school was judged to be Outstanding and at the last OFSTED inspection (June 2018) they were judged to be Good with Outstanding Early Years Provision and Personal Development. School knows its context well and has a clear rationale for its curriculum, including its enrichment, extracurricular and experience offer all of which is underpinned by their vision and values. They strive to live 'life in all its fullness.' John 10:10 As school aims to take their next step towards being an 'Excellent' Church of England Primary School, they have started a full stakeholder consultation in relation to their Vision Statement. They want to make a clear link between the school vision and its core values, grounded in a clear theology that is rooted in Christian narrative with a meaningful 'strap line' that underpins every thought and action within the school community. In doing this, they have considered how their vision makes the clear link to Jesus, through School, Home and Church.

Trust God. Love Always. Aim High.

Good progress has been made this year in introducing the Cornerstones Curriculum across school, and in developing and defining the wider curriculum offer and practice. As a result, all teachers in school have a clear picture of the rationale, aims and curriculum vision as a school, and are familiar with the Cornerstones resources and underpinning pedagogy. Further development of the curriculum intent and implementation will take place over the following 12 months as they strive to design a quality curriculum, bespoke to Canon Sharples that will provide pupils with a quality education. Across the year, the curriculum leader has led a range of staff meetings, training and scheduled regular planned professional development activities for subject leaders which has supported their CPD. In particular, staffs' understanding of progression and attainment in their subject area and how the new inspection framework applies to their subject area. A range of monitoring and evaluation over the course of the year has confirmed quality teaching and learning in Science and the foundation subjects across school. Data for 2019 shows that the vast majority of children across all year groups have made expected progress in Science and foundation subjects.

Over the past twelve months, Canon Sharples has secured a number of awards including Arts Mark Award Silver and have already started to plan and work towards the Gold Award. With this in mind, they have registered to take part in the Cultural Education Challenge. In recognition of the school's high quality teaching of Read Write Inc Phonics, they were awarded the Ruth Miskin Accreditation. This award is given to schools who teach RWI Phonics with fidelity and passion and that have raised standards in reading and writing for children. Most recently, they achieved the Quality Mark for English and Mathematics. There have been many sporting achievements to celebrate too, including medals at the Swimming Gala, certificates at "Just Join In", Inter school sports success and Cross Country awards and most significantly the school football team won their first ever trophy! The dedication to sport has been recognised with the School Games Award Gold. At the Wigan and Leigh Education Awards, school was shortlisted in four categories. It was wonderful to see a Year 6 pupil win Primary Pupil of the Year! As well as Mr Clark being awarded a Highly Commended Certificate in the Inspirational Teaching category and school to receive Highly Commended accolades in both the Health and Wellbeing Award and Primary School of the Year.



St David's Aspull and Haigh CE Primary School joined the Trust last November and the school has worked hard to develop its curriculum. The Cornerstones curriculum has been implemented across the school and pupils have enjoyed range of experiences, enrichment and extra-curricular activities related to their learning. There has been a significant investment in staff development and staff have embraced opportunities to work collaboratively with other staff and schools in the Trust. The Head of School was appointed in March and a new leadership and staffing restructure was put in place with release time given to staff to enable them to undertake curriculum leadership. This also included restructuring the support staff. SEND provision has been enhanced and opportunities have been accessed for pupils to take part in a range of school based and external events, including inclusive sporting activities at Knotty Ash and weekly PE school based sessions. The school sits within the Haigh Hall estate and maximises use of the range of facilities within the estate, with each class visiting on a regular basis.

Together in God's Love: aim high, stay strong, be determined.

The school has worked closely with the church and the Diocese to develop its worship and successfully utilises Roots and Fruits values and Picture news to promote British Fundamental Values. Child led worship has also been developed. The school is currently working with the Diocese to develop its Worship Community.

Over the course of the year, the school has also worked hard to further develop PSHE and SMSC. Its recent Keeping on Track visit was very positive.

Be on your guard: stand firm in the faith: be courageous; be strong. Do everything in love.

(1 Corinthians 16:13-14)

Over the year, the school has achieved the schools School Games Gold 2018 and won the Wigan Council Electric Van competition, receiving Early Years equipment. The school has also successfully bid for Lottery funding, has developed a DT room, and is in the process of developing an outdoor kitchen garden, fire pit, den and trail. The Trust has supported the school in developing its building, creating better teaching accommodation for year 6 pupils, relocation of the Head of School office and the development of the library.



Adlington St Paul's Church of England Primary School joined the Trust in January 2019. An experienced Head was put in place supported by an Associate Headteacher for the Spring and Summer terms, pending the appointment of a substantive Headteacher in September. The Executive Headteacher has been deployed 3 days a week to support school improvement, leadership and teaching and learning. A range of staff from across the Trust have also supported the school in a range of strategies. These include SLT support through the successful Ofsted monitoring visit in September 2018, support for RWInc, support in developing the learning environment and support for teachers and subject leads. During the year, St Paul's has continued to move forward on its journey as part of the Learning Together Trust.

“Whatever you do work at it with all your heart”

The bible verse from Colossians was chosen by Governors and staff and sits alongside our vision statement:

“Learning Together, Following Jesus”

Which embodies the hard-working attitude of staff and children within the school. Strong links with the school and the church have provided plenty of opportunities for the children to participate in leading acts of worship both inside and outside of school life. Work with Blackburn Diocese has provided opportunities to develop collective worship and support staff in the delivery of a well planned and sequenced RE curriculum including God's Big Story. Previous SIAMS inspection in 2014 was GOOD and we are now looking at the new framework, working closely with advisors to prepare for a new inspection. A strong wider curriculum has been implemented with training for all staff in how to deliver it effectively, working alongside other schools in the Trust to support and guide teachers. The OFSTED monitoring inspection recognised the impact joining the Trust has had on the school and how the school was seen to be moving forward. The drive of leadership, staff and children continues to hold teaching and learning at the heart of Adlington St Paul's with high expectations for all.

A range of curricular initiatives have been put in place including RWInc, Language and Literacy, and Cornerstones. Staff are working hard to embed these in all year groups. There has been a big focus on staff CPD as in recent years there has been a significant underinvestment in training. A number of new staff appointments have raised the profile and the quality of teaching and learning and leadership, however there remain many new challenges for the school.





Job Description

Post: Executive Headteacher Learning Together Trust

Schools: The Executive Headteacher will lead the strategic development and school improvement policy of academies within the Learning Together Trust. The schools are: St. Wilfrid's CE Primary Academy, Canon Sharples CE Primary School and Nursery, St David Haigh and Aspull CE Primary School and Adlington St Paul's CE Primary School.

Responsible to: Directors of the Learning Together Trust

Core Purpose

The Executive Head teacher shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Executive Headteacher is accountable overall to the MAT for ensuring the educational success of the academies within the overall framework of the MAT strategic plan as well as the individual academies strategic plans. They are responsible for providing strategic leadership across all aspects of the internal organisation, professional leadership, management and control of the academies. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the school's work. The Executive Headteacher will have line management responsibilities for the Headteachers in each school.

Please note, that where 'academies' are referred to within the job description, this will relate to the academies under the remit of the Executive Headteacher as agreed with the Learning Together Trust.

1. Shaping the Future (Strategic Leadership):

- Working with each Headteacher and the local governing body and under the guidance of the Learning Together Trust to develop the shared vision and strategic plan for the academies, which is responsive to the communities they serve. At the core of this should be the educational and personal development of the pupils
- Work with the Board of Directors of the Learning Together Trust, Governors and staff to define and implement the Academies' vision and strategic direction so that it is understood and acted upon by all stakeholders
- Create and implement a strategic plan, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
- Plan for the future needs and further development of the academies within the local and national context
- Ensure raising aspiration, achievement and attainment, is achieved through an inclusive, sustainable and innovative lifelong education environment
- Ensure the Academies achieve their performance targets
- Work with the Board of Directors to grow the Learning Together Trust.



- Promote the Academies to a range of audiences
- Secure the commitment of parents and the wider community to the vision and direction of the academies
- Work with all stakeholders to generate enthusiasm and commitment
- Challenge, motivate and empower others to attain ambitious outcomes

2. Leading Learning and Teaching:

- Secure and sustain effective teaching and learning throughout the academies by ensuring each Head teacher has in place sound strategies for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement. This should include those with special educational or linguistic needs in order to set and meet challenging, realistic targets for improvement
- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils' 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
- Create a culture of challenge, support and high expectations
- Ensure that effective and appropriate pastoral support is available to pupils
- Agree a curriculum policy with the Directors of the Learning Together Trust and Local Governors to meet statutory and pupil requirements
- Through monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment
- Develop an inclusive and supportive approach so that each Academy is a place where all young people feel welcome

3. Raising aspiration, achievement and attainment:

- Ensure that assessment data is used to set challenging targets
- Challenge practice to ensure a stimulating learning environment
- Ensure Academy-wide priorities are consistently and effectively implemented

4. Developing Self and Working with Others:

- Treat everyone within each Academy fairly and equitably
- Develop a culture of personal responsibility that recognizes both excellence and supports appropriate strategies to deal with under performance
- Ensure a high standard of professional development for all staff and for self
- Work with all staff to build effective teams



- Sustain their own motivation and that of other staff
- 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
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academies
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT
- Keep abreast of education developments and best management practice in order to introduce appropriate innovation

5. Leading the Organisation:

- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academies
- Lead by example, be personally visible and committed whilst adopting a strong and flexible leadership style
- Establish collaborative and open relationships with all stakeholders
- Critically evaluate each Academy's performance
- Communicate openly with the Directors of the Learning Trust on a regular basis
- Ensure that communication channels exist enabling all staff to receive information they need in order to carry out their professional duties effectively
- Ensure structures deliver pupil progression, attainment and achievement
- Oversee the implementation of a firm and fair performance management framework for all staff

6. Managing the Organisation:

- Work with Trust Members and senior colleagues to recruit and retain staff of the highest quality
- Work with the Trust Members and senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Work with the Learning Together Trust Finance Director to:
 - Maximize the level of external funding that is attracted to support the academy's development
 - Manage the learning environment and all facilities to ensure the needs of the curriculum and Health and Safety Legislations are met
 - Advise the Directors on the foundation of the annual Budget
 - Plan and manage all educational activity within the Budget
 - Advise the Trust on the formulation of the annual budget in order that each school secures its objectives
 - Ensure the regular monitoring of the budget for the school and the oversight of the use of resources



-Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all

-Support the Work with the Trust Members in securing adequate resources for the school

7. Securing Accountability:

- Ensure all staff have clearly defined responsibilities and accountabilities
- Support each Academy to establish strong senior and middle leadership roles within a distributed leadership structure
- Secure robust Academy self evaluation and quality assurance procedures
- Establish mechanisms for reporting to all key stakeholders at agreed intervals

8. Supporting the work of the Learning Together Trust:

- Developing and maintaining the Christian ethos of the academies so that it is intrinsic and permeates all aspects of the academies' life and curriculum
- Creating a strong partnership with the local worshipping community, Dioceses of Liverpool and Blackburn and the Learning Together Trust
- Participate in MAT, LA and sector-wide activities in order to share best practice, contribute to the development of MAT strategies and policies and promote the academy and the MAT in a local and national context
- Provide advisory support to other academies within the MAT as required

9. Leading the Community Through Collaboration:

- Support the Directors in developing community engagement, promoting a continuous culture of change and nurturing creativity for all
- In conjunction with the Head teacher at each school, create and maintain an effective partnership with parents/carers
- Strengthen each Academy's positive image in the wider community
- Develop each Academy's extended school provision
- Actively support the diversity of the Academy's communities and students



Person Specification/Selection Criteria for Executive Headteacher

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

Faith Commitment

	Essential	Desirable	Source
Full and active member of a church in membership of Churches Together in England. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a church school or academy).		D	A,I,R

To be able to demonstrate their knowledge and understanding of the following in the context of a church school or academy.

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed.

	Essential	Desirable	Source
Ability to lead School worship.	E		A,I,R
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the academy.	E		A,I,R
How relationships should be fostered and developed between the schools, local churches and communities within Learning Together Trust and Dioceses.	E		A,I,R

Qualifications

	Essential	Desirable	Source
Degree and recognised professional qualification relevant to the role.	E		A
Post-graduate education/leadership or management qualification.		D	A



Professional Development

	Essential	Desirable	Source
Evidence of regular, recent and appropriate professional development for the role of Executive leadership and/or suitable experience.	E		A,I,R
Evidence of recent leadership and management professional development.	E		A,I,R
Has successfully undertaken the Secretary of State's (NCSL or local authority) approved "safer recruitment" training or has a commitment to do so before taking up the post/within 12 months of taking up the post.	E		A,I,R

Skills, Abilities and Competencies

	Essential	Desirable	Source
Experience of successful Headship of a school or a senior leadership role in the Trust Environment.	E		A,I,R
Comprehensive knowledge of the schools' Ofsted inspection criteria and process.	E		A,I,R
Proven experience of successfully leading and supporting school improvement priorities/outcomes and understanding of Ofsted and SIAMS frameworks.	E		A,I,R
Ability to communicate a vision of outstanding teaching and learning through inspiration and empowerment.	E		A,I,R
Understanding of the statutory educational framework, current educational issues relating to Academies, Company and Charity law and knowledge of relevant policies, legislation and codes of practice across education.	E		A,I,R
Experience of working with school governance and communicating outcomes of ISDRs to a variety of audiences.	E		A,I,R
Strategic planning and review of progress against plans in terms of standards, performance and finances, taking decisive action where necessary.	E		A,I,R
Finance- development and budgetary management.	E		A,I,R
Resource management- estimating, securing and monitoring resources.	E		A,I,R
Ability to advise on funding and grant opportunities for the Academy Trust.	E		A,I,R
Ability to plan strategically based on use of data, targets and benchmarking	E		A,I,R
Proven track record of developing business planning and managing the introduction of new initiative-and in particular large scale asset development/school buildings projects.		D	A,I,R
A successful track record of human and financial resource management.	E		A,I,R
Ability and commitment to work flexibly and collaboratively as part of a team whilst taking a leading role when required.	E		A,I,R



Behavioural Competencies

	Essential	Desirable	Source
Pragmatic and ability to empower	E		A,I,R
A team player with strong empowerment skills	E		A,I,R
Strong leadership skills	E		A,I,R
Adaptable and flexible	E		A,I,R
Action orientated-outcomes focused.	E		A,I,R
Excellent and adaptable communication skills	E		A,I,R

Personal Qualities

	Essential	Desirable	Source
Excellent relationship management, experience of successfully working with Governing bodies and building effective working relationships at all levels, and reinforcing partnerships.	E		A,I,R
Ability to articulate vision to a variety of audiences.	E		A,I,R
Advocacy, facilitation and negotiation skills.	E		A,I,R
Intellectually versatile and innovative.	E		A,I,R
Emotionally intelligent and perceptive.	E		A,I,R
Reliable and trustworthy.	E		A,I,R
Demonstrates energy, dynamism and resilience.	E		A,I,R
Proactive and positive approach to problem solving.	E		A,I,R
Ability to develop a high profile and be a strong visible presence for the Trust.	E		A,I,R
Calm under pressure and self-motivated.	E		A,I,R
Ability to influence and pursue challenging and rigorous questions.	E		A,I,R
Excellent interpersonal skills with the sensitivity to work well in a range of situations.	E		A,I,R



Salary package— circa £90k, but growing as the Trust grows

Interview timetable

Application close date: **Monday 9th March 2020 @ noon**

Shortlisting: **Monday 16th March 2020**

Interviews: **Thursday 26th and Friday 27th March 2020**

Further information

If you would like to discuss this opportunity, please email

Rose Crompton (Trust Finance Director) on bman@saintwilfrids.wigan.sch.uk

Alternatively call 01257 423992

Who would be happy to make an arrangement for a discussion.

How to apply

Please submit the Learning Together Trust application form which includes your detailed CV and a personal statement saying in no more than four sides of A4 why you think you are the person we need, and providing verifiable evidence of your experience, skills, abilities and knowledge.

Please return your completed application either electronically to:

Email: bman@saintwilfrids.wigan.sch.uk

Alternatively, send a hard copy, marked 'Strictly Confidential' to:

Rev'd Canon A Holliday

Chairman

Learning Together Trust

C/O St Wilfrid's CE Primary School

Rectory Lane

Standish

Wigan

WN6 0XB

All appointments are subject to satisfactory references and eligibility to work in the UK.

The Trust is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment. An enhanced DBS will be required

**"I can do things you cannot ,
you can do things I cannot ,
together we can do great things"**

Mother Theresa