



The Coleshill School Head of School

Information pack



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Together we are stronger
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Contents

OUR VISION	3
WELCOME FROM THE CEO	4
HEADTEACHERS WELCOME	6
AIMS AND OBJECTIVES	8
SCHOOL IMPROVEMENT STRATEGY	10-13
JOB DESCRIPTION	14
PERSON SPECIFICATION	16
WHAT CAN WE OFFER YOU?	18
HOW TO APPLY	19



Our vision

The vision for the Trust clearly articulates the need to think of our learning family as one. Through the individuality of each school and the uniqueness each school brings to the family, we must ensure that all children in our care have a greater equality of experience, and enable all leaders, teachers, governors, support staff, parents and children to understand what being part of “One Trust” means for them. Working together as one trust should ensure effective practice across the MAT, ensure how we improve is evidence-based, lead to economies of scale in terms of time, resources and speed of school improvement and enable staff to work within clearly defined values that are common across the Trust.

Together we are stronger



Welcome

Welcome from the CEO, Richard Gill CBE



We are all driven by our commitment to our children, our schools, and our communities.

ATLP is a learning family of 19 schools; this includes three schools. The last 5 years has seen a successful growth strategy from the starting point of 3 secondary schools and 4 primary schools working in relative isolation to the current arrangement of strong partnership working and effective collaboration: sharing resources and expertise across our schools in order to maximise pupil outcomes.

In recent years we started our centralisation agenda bringing all HR operations (including payroll), finance, estates and operations under the direct leadership of the Trust. This has started to enable headteachers to concentrate more on what they know best, learning and teaching, and has allowed us to bring about greater capacity and efficiency across our schools. The journey continues. There is more to do.

The next stage is to embed the vision of 'one trust' where all ATLP colleagues can identify with and realise the benefits of working in an ATLP school and where we truly do live and espouse a culture of one learning family where all we have a responsibility for all our children through our actions, our values and our working practice. One vision; one family; one trust.

This comes, of course, as we emerge from a global pandemic; where the education experienced by our children and young people has been cruelly affected through lockdown. This has adversely affected the progress made by many of our children and the wellbeing and mental health of our communities. The full impact across our staff, our learning

community and our families is not yet known. We have a responsibility to ensure that we are able to educate our children and young people so that there are no gaps in skills and knowledge.

We have a responsibility to ensure we continue to provide the love, care and support that is and will be needed in the future. We have a responsibility to provide a safe space, where children, young people, our staff and our communities are able to thrive, develop and prosper in the weeks, months and years ahead. We can do this so long as we are honest to our vision and our values ensuring that, at all times, children are at the heart of everything we do. By working effectively and collaboratively, together we are stronger.

I am delighted that you are interested in this exciting opportunity to join the Arthur Terry Learning Partnership. You will need to write a fresh and individual application to us. If we get the slightest hint, it is formulaic your application will not get past first sift. The schools which we serve mean too much to us.

The role of Head of School is critical and never more so as we begin the next stage of the Trust's development. You will walk alongside our headteachers/heads of school, senior leaders and staff teams across our family of schools.

You will understand what school improvement looks like. You will be collaborative, strategic, have emotional intelligence and be able to coach, mentor, challenge, and support.

In addition to our 19 schools, we are a thriving School Centre for

Initial Teacher Training (SCITT) and this plays an important role in the supply of the next generation of teachers within the Trust and beyond. We have recently been appointed as the Teaching School Hub for North Birmingham following the successful and impactful work, we have led through our teaching school for the last 10 years. We are outward facing; true believers in system leadership where we feel responsible for all children and, as such, frequently engage in school improvement work beyond the Trust where our work is recognised by others, including the DfE.

We are ambitious. Trustees share that ambition. Children only get

one chance and our partnership working and child-centred ethos is infectious, driving all involved to make a difference and give all our young people the very best start in life.

You will join the leadership team and will need to demonstrate that you, too, share our values.

You must show the leadership qualities that can take all our school communities forwards. You must be able to develop others. You must be able to complement the team in driving the team further, for the benefit of our children, our families, and the communities we serve.

The successful applicant will make a significant contribution that will ensure the support given to our family of schools is the very best it can be. We know we can always improve, and we strive to do so. I hope this pack answers many, if not all, of the questions you might have and leaves you excited about the prospect of working with us.

With all good wishes,

Richard Gill CBE - CEO
The Arthur Terry
Learning Partnership



CEO, Richard Gill with guests and speakers Richard McCann, Musharaf Asghar and Jaz Ampaw-Farr at the 2020 ATLP staff conference



Headteacher's Welcome

Headteacher's Vision and Purpose



Ensuring consistently excellent learning and teaching is at the core of all we do.

Coleshill is an ethically inclusive school and we are proud of our comprehensive values. We serve a wide ranging local community and have high expectations for all. Ofsted inspected us in March 2020 and confirmed that we continue offer a good standard of education in all areas. Please read the full report on our website to see the full range of strengths across our 'united learning community'.

At the Coleshill School we are passionate about our curriculum and our ambition is to provide a high quality education that transforms the life chances of our students through a 'knowledge engaged' curriculum. Our framework of cognitive education enables children to think independently and contribute positively to society and the wider world.

Ensuring consistently excellent learning and teaching is at the core of all we do. Our teachers benefit from outstanding professional development, with joint planning and action based research combined with bespoke pathways to develop their practice. This approach enables students to receive precision teaching and interventions matched to their individual learning needs.

The Coleshill School is an 11-19 Business and Enterprise Academy

of over 1200 students, including approximately 180 students in the Sixth Form, which has grown rapidly in recent years. Coleshill is an ethically inclusive school and we are proud of our comprehensive values. We serve a wide ranging local community and have high expectations for all. Ofsted inspected us in March 2020 and confirmed that we continue offer a good standard of education in all areas. Please read the full report on our website to see the full range of strengths across our 'united learning community' A good road network provides easy accessibility from all parts of the West Midlands. The school has increased in size by over 350 students in the last few years and will continue to grow to approximately 1300, to meet local need. There have been extensive developments to the school facilities, with a state of the art Leisure Centre, co-owned with North Warwickshire and a new £3.4 million teaching block.

This is an exciting time to join our school as we continue to grow and seek to provide the highest standards of education. Over the last four years our examination results have been broadly in line with national averages, with many subjects achieving beyond them. In 2021 students maintained high pass rates in both English and Mathematics. 83% achieved the "Standard" pass of a grade 4 in both subjected and 52% achieved the new "Good" pass of grade

5 in both subjects. Students achieved well across a wide range of subjects, with several of these above national average. At A Level and Level 3 BTEC over a third of all grades were at the top with A/Distinction grades or above. We have an inclusive, student centered, curriculum which offers a wide variety of traditional and applied courses.

Our motto of "Learning and Achieving Together" builds on the school's rich history dating back to 1520 and the fact that the school is at the centre of a supportive local community. The school is committed to working with a range of partners, including our partner primary schools, as we work in creative and innovative ways to ensure our school remains a safe, happy and successful place to be.

The Sixth Form is becoming increasingly popular, as we strive to make it a centre of excellence. Our Sixth Form is big enough to provide the full range of A Level courses and some BTECS, but small enough to enable bespoke provision for our students. There is an emphasis on personalised learning plans to ensure that each sixth former has teaching that is matched to their needs. Sixth form students benefit from expert guidance and support from our experienced team of tutors and an exceptionally experienced Head of Sixth Form. Of course, they also

have dedicated accommodation and facilities to support their achievement and transition to employment, further education or university. The majority of students apply to university and all who applied were successful in gaining their first choice place.

Sixth formers can also study the Level 3 Sport Diploma and receive exceptional football coaching and development, through joining The Coleshill School Post 16 Football Academy in partnership with West Bromwich Albion. The programme is open to 16 – 18 year old students. Each have personalised timetables, enabling the balance of lessons together with an in-depth football development programme. We provide an excellent pathway into further education, sporting 22 hours of lessons over a fortnight, gaining a BTEC level 3 Extended Diploma in Sport – the equivalent of 3 A Levels provided at The Coleshill School over two years.

The Coleshill School provides excellent support for all of its students organized in linear tutor groups with a phases structure. We provide pastoral support and guidance through phase leaders, form tutors, non-teaching pastoral leaders, a dedicated and experienced Inclusion Team. We have 4 Houses and hold House competitions in sports, the arts and a number of other areas have developed teamwork and friendly competition.

Students are encouraged to participate in a wide range of extra-curricular activities including Duke of Edinburgh, sports, choir, drama, dance, skiing trips, and residential visits, in Britain and abroad. In the last three years visits have been made to France, the Czech Republic, and Poland. Some of our Key Stage Four students follow Sports Leaders Award in PE and there are many other opportunities for students to develop their leadership skills. Sixth Form students benefit from a range of leadership opportunities. There is a very active Student Voice group. Our KS3 students are all working towards graduating through the Children's University by attending sixty hours of extracurricular activities which range include our STEM club, participation in our school production, a host of sporting activities and a design club.

The staff and governors are committed and enthusiastic; there is a real determination from us all to continue our rapid progress as we aim to provide excellent provision for all its students and develop them as an effective 'Coleshill Learner' so that they are ready to be the very best they can be.

Ian Smith-Childs
Headteacher

Children lie at
the heart of
everything we do



Slade Primary Schools Trust

Strategic Objectives 2021 – 2024



Quality services

Our family of schools will receive high quality **central services**



Teaching excellence

Our children will receive a high-quality **education** through a forward looking curriculum and **excellent teaching**



Supportive care

Our children (and families) will have access to **strong academic** and **pastoral support**



Financial security

Our schools will have a strong and **sustainable financial future**



Clear communication

Our **communication** with stakeholders will be **effective**



Inclusive culture

Our **culture** will be positive and **inclusive** across our **learning family**

ATLP MAT-wide School Improvement strategy

Our aim is to develop leadership and teaching, share and align best practice and engage in research to ensure evidence informed practice drives school improvement.

Each ATLP school is unique and serves a distinct community. This is central to our approach to School Improvement. The ATLP will therefore seek to ensure that its School Improvement model is developed collaboratively with the aim of developing and implementing:

- A vision of the very highest expectations that all stakeholder groups support
- A clear implementation model based on the principles of Leverage Leadership
- A Trust-wide Quality Assurance System that the SIT apply consistently

Our strategy, alongside our leadership teams, middle leaders and teachers, with the School Improvement Team (SIT) builds teacher and leadership capacity and drives a culture of learning in all our schools.

The School Improvement Team will ensure that a rapid and sustainable programme of improvement takes place in all our schools based on the principles of Leverage Leadership, resulting in strong outcomes for all students.

They will develop, implement and evaluate policies and practice, specifically those which focus on school improvement, and leadership development promoting collective responsibility for implementation which in turn may lead to agreed Trust models of working.

We use the EEF Implementation Cycle for a framework for our school improvement:



The Trust will ensure that all of its academies will embrace the very highest expectations in respect to:

- Student Culture
- Curriculum Design and Delivery
- Safeguarding
- Inclusion
- Personal Development
- Academic Success
- Attendance
- Enrichment

OUR YEARLY CORE OFFER:

- SPR (SCHOOL PERFORMANCE REVIEW) at least three times a year
- A half-termly visit from an external School Improvement Partner (SIP)
- PP review
- SEND review
- Safeguarding review
- Termly - Trust Around the School Meeting – HR/Estates/Finance/Education
- Regular 'Deep Dives' in each of our schools
- Bespoke collaborative working with a named person from the SIT on an area of particular need.

School Improvement from September 2022

Our School Improvement (SI) work is based around 3 principles:

One Trust: as a learning family, we are all responsible for all children across our family of schools. This means there is a collective responsibility to ensure the needs of every school are met even if this means that, at times, leaders are accepting that the needs of another school within the trust may be greater than that of theirs.

Children lie at the heart of everything we do – our SI work must be impactful. Children have an entitlement to high quality education and, therefore, we must ensure there is strong provision across our family of schools.

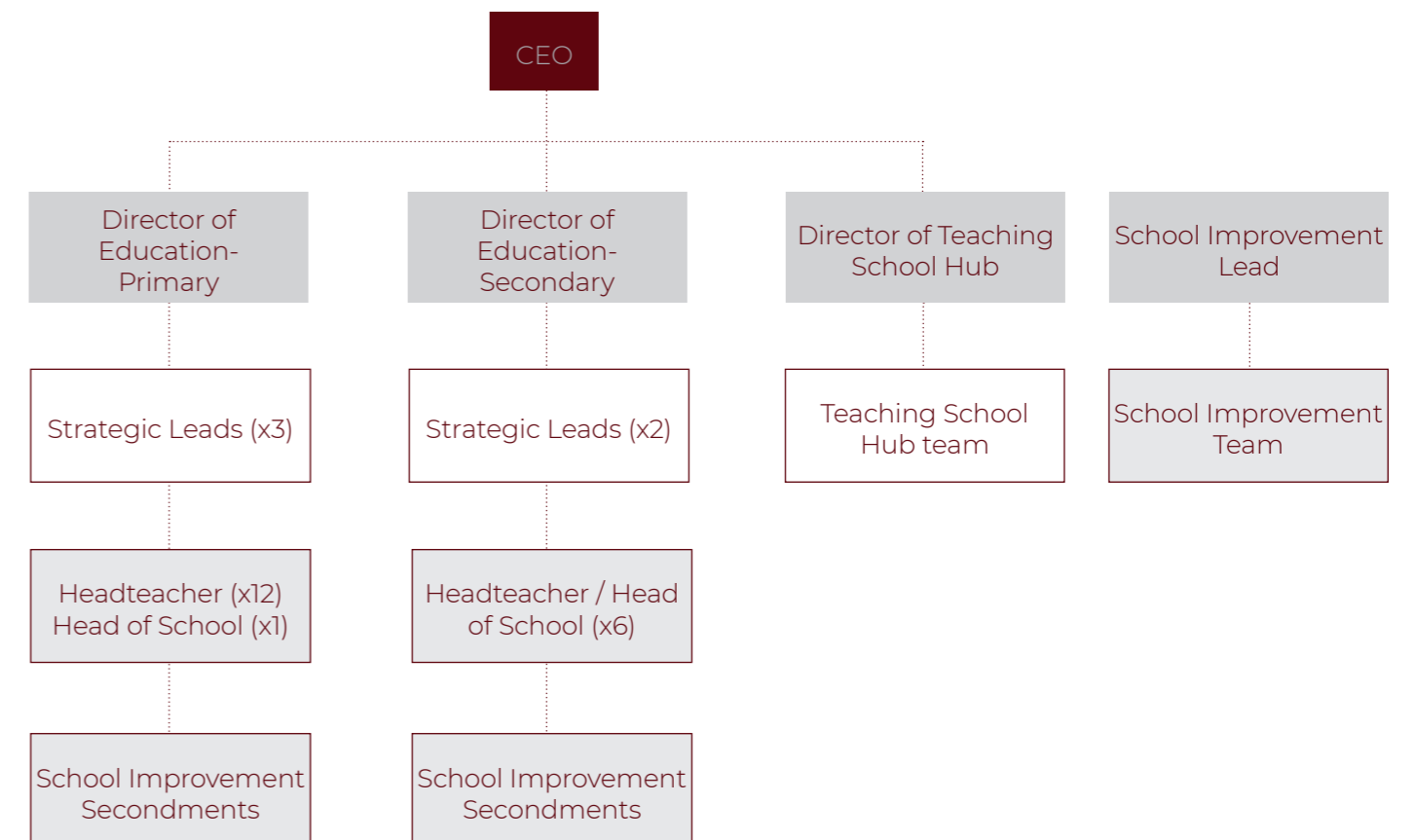
Together we are stronger – a commitment to high quality professional development for all staff with an entitlement to access training and development, including working beyond their own school sharing good practice and upskilling others. This cyclical support grows everyone's learning and creates opportunities within and across the MAT.

The School Improvement Team will consist of the following roles

- Trust Vulnerable Children lead
- Trust Safeguarding lead
- Trust Maths lead
- Trust Literacy/English lead
- Trust MFL lead
- School Improvement Lead (primary) – incorporated into the Strategic Lead – Lichfield Hub role
- School Improvement Lead (secondary) – incorporated into the School Improvement Lead role
- Trust Personal Development lead



Structure (School Improvement Team/ Teaching School Hub)



Job Description

Head of School



Grade

L20-L24 (Secondary)
L16-L20 (Primary)

Contract

Permanent

Disclosure Level

Disclosure Barring Service –
Enhanced Certificate (external
applicants)

Responsible to

Headteacher

Liaison with

School staff, Directors of
Education, executive team,
governors, trustees, school
improvement team, parents/
carers, external agencies

Strategic Responsibility

To support the Director of Education, Headteacher, School Improvement Team to secure success and improvement, ensuring high quality education and improved standards of learning and achievement for all students.

To lead school improvement through the championing of outstanding teaching, learning, and assessment.

To contribute to and provide leadership and management of the leadership team, staff, and students.

To ensure a high-quality school experience for all students, securing desired outcomes.

To implement as positively and fully as possible the vision and key objectives of the ATLP Business Plan.

To promote and embody the 'One Trust vision' so that it is always at the core of school/trust improvement work ensuring children are at the heart of everything we do.

Safeguarding

The Arthur Terry Learning Partnership is committed to keeping children, young people safe.

- Responsibility for safeguarding children and child protection (including online safety) ensuring that schools are meeting their legal statutory requirements as laid out in Keeping Children Safe in Education (KCSiE).
- Continuing to embed a safeguarding culture in all schools, ensuring the child always comes first.

Key accountabilities and responsibilities

Strategic direction and development of the school

- To contribute to the development of a strategic view for the school in the community and plan for its future needs

and further development. This will be undertaken within the context of, and supporting, the ATLPs Business Plan.

- To contribute as a senior member of the school leadership team to the establishment of a shared vision for the school; the support and continuation of the Trust ethos which promotes effective teaching and learning, which sustains improvement in the development of all students; and the development and implementation of a strategic plan.
- To be an ambassador for the school and the Trust in the wider community, ensuring that the school is the preferred choice for local parents.
- To skilfully and continually enhance the school's reputation both directly (through marketing and promotion) and indirectly (through school improvement).

Strategic direction and development

- To continue to develop, promote and ensure implementation of the School Improvement Plan.
- To support the Headteacher in consultation with producing short, medium, and long-term plans to develop the school in relation to: the aims of the school and its policies and practices, targets for realistic but challenging improvements, the leadership and management of the middle leadership team, Quality Assurance.

Teaching and Learning

- In conjunction with the Headteacher, School Improvement Team to secure and sustain effective teaching and learning, monitor, and evaluate the quality of education and standards of students' achievements and use benchmarks and set targets for improvement.
- Plan and monitor the quality teaching and learning across the school.
- Ensure that teachers are clear about teaching objectives, understand the

sequence of teaching and learning within their curriculum areas and communicate this to students.

- Support and provide guidance for colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.
- To help to implement clear policies and practices for assessing, recording, and reporting on student achievements in line with school/Trust policy.
- Evaluate the teaching within all areas in the school; use this analysis to identify effective practice and areas for improvement.
- Take appropriate action to improve further the quality of teaching within any area when curriculum required.

Managing the Organisation

- Develop effective relationships and communications with parents and the local community which underpin a professional learning community that enables everyone in the school to achieve.
- Provide effective organisation and management for the school in the absence of the Headteacher and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- Work with the Operations and Estates team to ensure that the schools buildings meet the needs of the curriculum and health and safety regulations.
- Develop and oversee all extra-curricular activities to achieve a varied offer of extended provision in the school.
- Implement established school policies and collaboratively review and make recommendations for change.
- Ensure evidence- based improvement plans promote continuous school development linked to the schools Self-Evaluation.
- Keep the Headteacher fully informed of any critical need if it affects the smooth operation of the school and the

educational experience of the pupils.

- To work with school and executive leaders to identify and achieve economies of scale and ensure the efficient allocation of resources to achieve the best educational outcomes.
- To attend Trust Board/Hub Governing Body/Local Governing Body meetings as appropriate and identified, to report on SEND.

Accountability

The Head of School as a lead member of the senior leadership team will support the Headteacher account for the efficiency and effectiveness of the school to the Director of Education, Governors, Trustees, students, parents, staff, and other members of the local and wider community. This will include effective communication, advice to Governors and the Trust Board, and accountability for school performance.

Securing Accountability

- Develop the Partnership ethos which enables everyone to work collaboratively.
- Ensure individual staff accountabilities are clearly defined, understood, and communicated.
- Ensure compliance at every level with school policies and procedures.
- Ensure every child has access to high quality teaching and learning, in a safe and stimulating learning environment.

Data Protection

- Work within the requirements of Data Protection legislation at all times ensuring student data is kept safe.

Professional Responsibilities

- Create and maintain positive and supportive relationships with all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.

• To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.

• To undertake appropriate professional development including adhering to the principle of performance management.

• To promote the vision and aims of the Trust.

• To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct and Teachers' Standards.

• To attend meetings, training days and CPD sessions.

• To be an effective team player and support the functions of the ATLP.

• Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.

• Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.

• To take responsibility for becoming familiar with school/Trust policies and abide by them.

• An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.

Person Specification



Criteria		M.O.A
Education and qualifications	<ul style="list-style-type: none"> Qualified Teacher Status NPQH Evidence of continuous professional development 	AF/ Certificates
Technical - the demonstration of specific skills and/or knowledge	<ul style="list-style-type: none"> A track record of leading and improving outcomes for children Skilled in monitoring and evaluating standards of attainment, teaching, and learning and be able to create clear action plans to ensure that all children reach their highest potential Demonstrates a deep understanding of child protection and safeguarding and show evidence of successfully managing concerns and allegations Experience of implementing strategies for re-motivating disengaged learners in schools, improving attendance, behaviour and pupil performance Experience of leading innovation and change management, a successful innovator of school improvement that has impacted positively upon pupil outcomes Understanding of pupil motivation, engagement, behaviour and attitudes towards learning An effective communicator, both internally with staff and pupils and with parents/carers, and the wider community Experienced with OFSTED as a senior leader in a school 	AF/I
Ability - the aptitude or potential to perform to the required standard	<ul style="list-style-type: none"> Be able to lead an inclusive culture that promotes excellence, equality and sets high expectations for staff and pupils and who understands the importance of providing broad and balanced opportunities to develop the whole child A strong understanding of the schools' sector and education more broadly, with a strong grasp of contemporary issues The credibility to command the respect of, and influence, colleagues To be able to think strategically and develop this thinking into successful outcomes The ability to add value through effective leadership, vision and influence Ability to challenge underperformance An appetite to seek out and develop innovative practices in education Be able to make strategic decisions whilst recognising the need to delegate and develop staff to maximise effectiveness and impact Believes that education should be enjoyable and a fun environment as we strive for outstanding performance 	AF/I/T

Criteria		M.O.A
Values/ Behaviours - the actions and activities that people do which result in effective performance in a job	<ul style="list-style-type: none"> We believe that all pupils can achieve in spite of their circumstances or other external factors and have an unwavering commitment to pursue successful outcomes for all We support the One Trust vision that children are at the heart of everything we do We champion the vulnerable We are committed to supporting our school communities to be inclusive, diverse and for there to be equality of opportunity for all We embrace and demonstrate a commitment to all students in our care to ensure we support them to be safe We are committed to maintaining the ethos and values of the ATLP whilst ensuring that all ATLP schools can meet the needs of their communities We are resilient in the face of challenge and comfortable with ambiguity and a changing landscape 	AF/I/T
Contra indicator	Positive disclosure relating to children or vulnerable adults	Disclosure Form to be completed prior to interview

A.F. = Application Form; I = Interview; T = Test or Exercise.



What we can offer you

We recognise that successful people place value on a range of benefits associated with their careers including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.

Salary Leadership Scale Leadership Scale - L20-L24 -£67,364 to £74,295

- Competitive pension scheme: Teachers' Pension Scheme
- The opportunity to join our team of leading education experts and propel your career to the next level
- 3 paid Professional Development Days – in addition to 5 training days
- Access to continuous professional development opportunities

How to apply

Closing date:
Monday 23th May 2022
at 9.00am

Interviews:
Thursday 26th or
Friday 27th May 2022

Applications must be made using the Arthur Terry Learning Partnership application form.

Completed applications should include an application form and a supporting statement of no more than 2 sides of A4 that clarifies how your experience, knowledge, skills, and behaviours align to the criteria in the person specification.

Your application should include full contact details (address, daytime, home, and mobile telephone numbers where applicable and email addresses) and details of 2 referees.

For each referee please provide their name, position, organisation, telephone numbers and email addresses where known. One of these referees must be your current

or most recent employer. If you do not wish us to contact referees at this stage, please make this clear. Please send your completed application to:
recruitment@atlp.org.uk

The Arthur Terry Learning Partnership (ATLP) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including enhanced DBS, prohibition check, qualifications (where applicable), medical fitness, identity and right to work. All applicants will be required to provide two suitable references which will be sought prior to interview. The ATLP is an equal opportunities employer.



Students and staff from Brookvale Primary School collecting books for their new library

Contact us

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The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales, company number 07730920. Registered office: The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ. CEO: Richard Gill NPQH, NLE, FRSA



Coton Green Primary School



Together we are stronger