



HEADTEACHER APPLICATION PACK

Our mission is to prepare children
for an unknown and exciting future



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WELCOME FROM THE CHAIR AND VICE-CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in this exciting opportunity to be Headteacher of Branston Junior Academy. The post has arisen as a consequence of the retirement of Dr Rachael Shaw after sixteen years of exemplary service to the outcomes of the Academy and the wellbeing of all its pupils and staff.

Branston is a Single Academy Trust, and the successful candidate will be working with dedicated, highly capable and motivated members of staff and Governors to uphold, and develop further, our excellent reputation and pupil outcomes. Our Ofsted inspection last year maintained our Good grading, and we were very proud that parents described our Academy as "a fantastic school for all children, with an amazing team of staff who care deeply about the education and welfare of the children they teach." Our pupils also used the word "amazing" about us to the Inspector.

Our mission is to prepare children for an exciting and unknown future, and we are looking for a leader who will look strategically to that future. Like all schools nationally, we face the challenges of potential changes to education that the new government may bring and the impact that might have on planning for the future and school budgets. More locally, the population of the area is growing.

We are looking for a strong, resilient and caring leader who will, working with Governors, lead us through these challenges and opportunities with the best interests of the pupils, staff and community at the heart of their decisions. A leader who aligns to our values and ethos.

The application pack includes instructions on how to apply, together with dates for the various stages of the selection procedure. Candidates who are eventually shortlisted will receive further information to help them prepare for the interview day.

Candidates are strongly encouraged to visit the Academy prior to making an application and we very much look forward to meeting you and answering any of your questions.

Yours sincerely,

Mike Pursey
Chair of Governors

Dale Anderson
Vice Chair of Governors





WELCOME FROM THE STUDENT COUNCIL

Dear Applicants,

Branston Junior Academy is a lovely school, full of kind and positive staff and children. It is a great place to be, because we have an amazing playground and field, we have good school values and we get to go on exciting trips. It is a wonderful place that lets you express yourself, learn lots of interesting things and make good friends.



We are looking for a new headteacher, who is kind and funny. They need to be patient, confident and smart. We feel our new headteacher should be well-presented, be able to follow our '5Rs' (respect, responsibility, resilience, relationships and reflection) and be able to work well with the other staff at our school. When working with the pupils we are looking for someone who can be joyful, fair and supportive.

We are a very sporty school and so we are looking for someone who will cheer us on at some of our sports events and celebrate all our sporting achievements. We are also a very creative school and we are looking for someone who will support this.

We are also looking for someone who is good at being organised, can settle into the school, but also help make improvements and help deal with any problems we may have.

At Branston Junior Academy we can offer you pleasant, responsible and enthusiastic children and you will have the opportunity to work alongside helpful, hard-working and passionate staff.

We look forward to welcoming you into our school in the near future.

Yours faithfully,

The School Council





ABOUT OUR ACADEMY

Branston Junior Academy is a Community Junior School for 7 – 11 year olds. We are a caring and friendly village school which welcomes children for admission in the September following their seventh birthday. We are located in the village of Branston, which is 4 miles southeast of the cathedral city of Lincoln.

Our motto is "learning is a habit for life" and we provide a learning organisation where pupils and staff are able to develop to their full potential. Ofsted recognised our broad and ambitious curriculum, a culture in which poor

behaviour is not acceptable and the high expectations teachers have of pupils who are keen to learn. They also wrote of how we have embedded the school's '5Rs' values throughout the curriculum, the clear focus on developing pupils' strength of character and how our pupils are proud to demonstrate these values.

The children have ready access to a wide range of exciting learning materials in their classrooms and there are several spaces within the school where small groups of children can work with support staff or carry out independent learning activities; including the use of the school's extensive computer facilities.

Our curriculum goes beyond the academic and we have many clubs which children can attend. They look forward to 'Wow Days' and visits, all of which help to bring the curriculum to life.



Our school is set in spacious grounds which includes two playgrounds, a quiet area, two play park areas and outdoor gym equipment.

Branston Junior Academy prides itself as being a central part of the local community, we regularly welcome in members of the community for a range of events including fundraising events. Furthermore, we are extremely lucky to have a range of volunteers who support the classroom and wider school life.





VALUES AND ETHOS AT BRANSTON JUNIOR ACADEMY

At Branston Junior Academy we believe that: Life is an unwritten page...our mission to prepare children for an exciting and unknown future by encouraging:

Resilience - Meet Ence:



Reflection - Meet Flec:



Responsibility - Meet Bili:



Respect - Meet Pec:



Relationships - Meet Lati:





KEY INFORMATION

Status	Single Academy Trust
Last Ofsted	May 2023
Ofsted Judgement	Good
Type of School	Junior
Age Range	7 to 11
Number of Students on Roll	174
% of SEND Pupils	EHCP 4.6% (8 pupils) SEN Support 17% (40 pupils)
% of EAL Pupils	1.14% (2 pupils)
% of FSM Pupils	23% (40 pupils)
% of Pupil Premium Pupils	27% (47 pupils)
% Expected Attainment in Reading, Writing and Maths 2024	78% (GDS: 6%) National percentage 61%
% Expected Attainment in Reading (Test) 2024	81% (GDS: 28%) National percentage 74%
% Expected Attainment in Writing (Teacher Assessment) 2024	84% (GDS: 9%) National percentage 72%
% Expected Attainment in Maths (Test) 2024	88% (GDS: 34%) National percentage 73%
% Expected Attainment in Spelling, Punctuation and Grammar (Test) 2024	84% (GDS: 41%) National percentage 72%
Number of Teaching Staff	9
Number of Support Staff	15
School Website	www.branstonjunioracademy.co.uk



WHAT OUR PARENTS AND PUPILS SAY ABOUT US



Quotes from parents:

“**Branston Junior Academy is a fantastic school for all children, with an amazing team of staff who care deeply about the education and welfare of the children they teach. You are an incredibly supportive school, probably the most supportive school we have had experience with.**”

"Despite our daughter's challenges in class, she is very happy to come to school each day as she is being supported so well."

"Branston Junior Academy is a wonderful school, our child has come on leaps and bounds thanks to smaller group activities. She is progressing well and enjoys school, adores her teachers and her friends. Thank you to all at BJA!!"

"We are very proud with our child's progress at BJA and how well they have settled into school life. Our child feels safe and stimulated at school. It is a pleasure to listen to the enthusiasm and excitement our child expresses when talking about the school."



“**Our child is thriving at BJA. It has been a wonderful first year at the school and our child has thoroughly enjoyed her learning and is growing in confidence.**”



WHAT OUR PARENTS AND PUPILS SAY ABOUT US

Quotes from a range of
pupils:

“ We have a school where
everybody respects
each other. ”



"We learn so much at school, the teachers are brilliant."

"We have a huge football field and loads of great sports equipment. We are lucky because we get to do lots of sports competitions."

"We get to go on loads on school trips- WOW days are great fun."

"We have really great homework that helps us learn. It is great to have school planners to help us organise ourselves."



"We have teaching assistants who are always ready to help us if we need extra help with our work. They are fantastic, busy and kind."

“ What I love about
this school is that
whenever you are
sad people are always
there to make you feel
better. ”





PERSON SPECIFICATION

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	EDUCATION AND QUALIFICATIONS			
1	A good honours degree.	✓		A, C
2	Qualified Teacher Status (QTS).	✓		A
3	NPQH.		✓	A, C
4	Relevant higher degree.		✓	A, C
5	Evidence of continuing professional development.	✓		A
6	Substantial experience of teaching in primary education.	✓		A
B	PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE			
7	Strategic leadership experience.	✓		A, I, R
8	Ability to articulate and share a vision of education and evidence of having successfully translated vision into reality at whole-school level.	✓		A, I, R
9	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.	✓		A, I, R
10	Understanding and leadership of change management with a proven track record of successfully managing and implementing change.	✓		A, I, R
11	Ability to analyse data from a range of sources, develop strategic plans, set targets and monitor/evaluate progress to drive school improvement.	✓		A, I, R
12	Understanding of the strategic role of the Governing Body and evidence of successful collaboration enabling them to effectively carry out their responsibilities.	✓		A, I, R
13	Knowledge of the characteristics of effective schools and strategies for maintaining very high standards and achievement of all pupils.	✓		A, I, R
14	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent.	✓		I





	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
15	Knowledge and understanding of the key legal issues relating to the leadership of a school including equal opportunities, race relations, disability, employment, health and safety and public relations.	✓		I
16	Be able to relate empathetically to parents/carers, pupils, staff, Governors, stakeholders and the wider community.	✓		A, I, R
17	Experience of leading collaborative partnerships outside of school in the local community, working closely with external partners .	✓		A, I, R
18	Ability to inspire and motivate staff, pupils, parents and Governors to achieve the aims of the Academy.	✓		I
19	Hold and articulate clear values and moral purpose in promoting and delivering those values through the culture, ethos and traditions of the Academy.	✓		I, R
C	PUPILS AND STAFF			
20	Outstanding classroom practitioner with an excellent understanding of how pupils learn and the core features of successful classroom practice.	✓		A, I, R
21	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality.	✓		A, I
22	Provide inspirational leadership which challenges, motivates and empowers pupils, staff, and parents/carers to carry the academy's vision forward.	✓		I, R
23	Successful experience of curriculum development and assessment to maximise pupil outcomes and provide adaption where appropriate.	✓		A, I
24	Successful experience of positive behaviour management and developing a pupil focussed, inclusive and effective learning environment.	✓		A, I
25	Appreciate the importance of a work life balance for all staff and self and develop them through continuing professional development.	✓		A, I
26	Leadership of or involvement in staff recruitment, appointment and induction.	✓		A, I
27	Experience in promoting and developing extracurricular activities in order to educate and challenge the whole child.	✓		A, I





	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
D	ACCOUNTABILITY			
28	Instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.	✓		A, I
29	Experience and evidence of highly developed skills of robust appraisal and performance management of staff, recognising high performance and tackling underperformance, using support and challenge, through to resolution.	✓		A, I
30	Experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money for the Academy.	✓		A, I, R
31	Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning and raise educational standards.	✓		A, I
32	Able to combine the outcomes of regular school self-review with external evaluations in order to develop the school further.	✓		A, I
E	PERSONAL QUALITIES, SKILLS AND ATTRIBUTES			
33	Works to the Nolan Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.	✓		I
34	Ability to embrace and promote the Academy's core values of Resilience, Reflection, Responsibility, Respect and Relationships.	✓		I, R
35	Approachable with outstanding communication and interpersonal skills across all media and with a range of audiences.	✓		I
36	Able to build and maintain good, respectful relationships with all stakeholders.	✓		I, R
37	Able to organise work, prioritise tasks, make decisions and manage time effectively.	✓		I, R
38	Has stamina, resilience, tenacity, and is able to remain positive and enthusiastic whilst working under pressure.	✓		I

Key: A = Application, L = Letter, I = Interview & Assessment Tasks, R = References, C = Certificates





HEADTEACHER JOB DESCRIPTION

Job title:	Headteacher
Salary:	L8-14
Contract type:	Full-time, permanent
Reporting to:	Chair of Governors

Job Purpose

The Headteacher will:

- Provide highly effective, professional leadership for the Academy
- Secure its continuing success and improvement, ensuring high quality education for all its pupils and excellent standards of learning, achievement and pastoral care
- Sustain the Academy's ethos and strategic direction within the local community
- Formulate the aims and objectives of the Academy and monitor progress towards achieving them
- Establish policies for achieving these aims and objectives and oversee systems and processes so the Academy can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement, ensuring they are effectively implemented
- Allocate financial resources efficiently and effectively
- Manage staff and resources to that end
- Monitor the workload and well-being of self and staff
- Ensure inclusion, diversity and access
- Create an outward-facing Academy to work with other schools and be a role model for all in our community
- Lead by example, model best practice regarding professional conduct, and personal development

Legal Requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document sections 46 and 47, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STPCD.





School Culture

The Headteacher will:

- Sustain the Academy's ethos, vision and strategic direction in partnership with those responsible for Governance and the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold and deliver ambitious education standards which prepare pupils from all backgrounds for their next phase of education
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff expectation
- Promote and support the well-being of pupils and staff

Leadership

The Headteacher will:

- Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
- Develop highly effective delegated leadership throughout the Academy
- Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness
- Identify a Deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from the Academy
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced
- Carefully monitor and evaluate the effectiveness of school improvement strategies
- Prepare and lead strategies to maximise success in Ofsted inspections

Teaching

The Headteacher will:

- Sustain high-quality, expert teaching across subjects and key stages, built on evidence informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment





Curriculum and Assessment

The Headteacher will:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence informed approaches to reading
- Ensure that all pupils are supported to achieve standards of literacy and numeracy that will enable them to enjoy maximum success both at school and in later life
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

The Headteacher will:

- Establish and sustain high expectations of behaviour for all pupils, built upon strong positive relationships, rules and routines, which are understood by all staff and pupils
- Ensure high standards of behaviour and courteous conduct in accordance with the Academy's behaviour policy which is understood by parents and carers
- Implement fair, consistent and respectful approaches to behaviour management
- Ensure that adults within the Academy model and teach the behaviour of a good citizen

Additional and Special Educational Needs and Disabilities

The Headteacher will:

- Ensure the Academy holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the Academy works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure that the Academy fulfils its statutory duties with regard to the SEND code of practice





Professional Development

The Headteacher will:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the Academy, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

The Headteacher will:

- Ensure the protection and safety of pupils and staff through effective approaches to Safeguarding as part of the duty of care
- Ensure that there is a rolling programme of training for staff in the Academy in Safeguarding and Prevent to meet statutory requirements
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention to workload
- Establish and oversee systems, policies and processes that enable the Academy to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk





Continuous School Improvement

The Headteacher will:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, costed, appropriately sequenced and suited to the Academy's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

The Headteacher will:

- Forge constructive relationships beyond the Academy, working in partnership with parents, carers and the local community
- Commit the Academy to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all pupils
- Liaise with the press and media, as appropriate

Governance and Accountability

The Headteacher will:

- Understand and welcome the role of effective governance, at different levels, upholding its obligation to hold the Headteacher to account and accept appropriate challenge in pursuit of achieving sustained school improvement and excellent outcomes for all pupils
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the Academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties





LIVING AND WORKING IN LINCOLNSHIRE



Branston is a large village in the North Kesteven district of Lincolnshire with arable farmland dominating the surrounding countryside. In the 2021 census it had a population of 4,283. The village has an Infant School, a Junior School and a Secondary School, which houses the Public Library, and a swimming pool operated by a fitness company. The village has a recreation ground, tennis courts, a skate park, lawns for bowls, a golf club, two doctors' surgeries, a range of shops and takeaway restaurants, plus one public house.

It is just 4 miles southeast of the county's capital, Lincoln. Lincoln is one of the oldest cities in the country, steeped with history and benefiting from having undergone recent regeneration with a thriving university and vibrant café culture. In the northeast of Lincolnshire there are the Lincolnshire Wolds, an area of outstanding natural beauty, and Lincolnshire's prized coastline, consisting of many beautiful beaches and tourist destinations.





“ We have a great newly-decorated library full of really great books. ”

“ Every year we do an activity week that allows us to try lots of different sports, this makes our school really special. ”

Living and working in Lincolnshire continued

Branston is situated in a prominent area for those that enjoy the beautiful surrounding countryside but want to access towns and cities. In addition to Lincoln being only 4 miles away, there is Grantham, with its high-speed train service to London taking as little as an hour (28 miles), Nottingham (40 miles), Leicester and Sheffield (55 miles) and Derby and Peterborough (58 miles).

Lincolnshire living costs and crime rates are low compared to most other areas of the UK. This, alongside the rural location, contribute to a high quality of life, making it a highly desirable place to live.





HOW TO APPLY

Full details of this post can be found on the 'Vacancies' section of our website:

<https://www.branstonjunioracademy.co.uk/Job%20Vacancies.asp>

Your application should include:

1. A fully completed Application Form
2. Your letter of no more than 2 sides of A4 detailing how your knowledge, skills and
3. experiences meet the criteria on the person specification
4. A completed Equality and Diversity Monitoring Form
5. A completed Privacy Notice Form

Candidates are warmly encouraged to take an informal opportunity to visit the Academy on **Thursday 7th November 2024 from 1-3pm OR from 4-6pm**. We are also offering opportunities to visit us on **Thursday 14th November 2024 from 1-3pm OR from 4-6pm**.

Please contact Velda Houlden, Business Manager, at MrsHoulden@branstonjunioracademy.co.uk to arrange your visit. However, should those dates be difficult for you, please contact Velda to discuss alternative days.

Pamela Kilbey of ASCL's Leadership Appointment Service will be providing professional support to the Governors during the selection and appointment process. Please copy her into any correspondence with the school: Pamela.Kilbey@ascl.org.uk. If you feel inspired to find out more about this exciting opportunity, and would like an informal conversation, please message or call Pamela on 07872971751 for further information.

The schedule is as follows:

Closing date	9.00am on Monday 18 November 2024
Shortlisting	Wednesday 20 November 2024
Interviews	Wednesday 27 November 2024

References will be taken up after shortlisting and prior to interviews using the contact details you supply on your application form.

Completed application forms, Equality and Diversity forms, Privacy Notice forms and letters should be emailed to Velda Houlden by 9.00am on Monday 18 November 2024 at

MrsHoulden@branstonjunioracademy.co.uk

Branston Junior Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application form, satisfactory references and Enhanced DBS Disclosure. Additional employment checks will also be carried out for all roles in accordance with "Keeping Children Safe in Education Statutory Guidance for Schools and Colleges".

