

Meole Brace School

Shrewsbury

A TrustEd School



Headteacher Recruitment Pack

Together we are TrustEd

September 2024





Dear Candidate

On behalf of TrustEd Schools and Meole Brace's Local Governing Body, we would like to thank you for your interest in the post of Headteacher at Meole Brace School. This is a very exciting time for Meole Brace School. Our school is very much back on track, as seen in our excellent 'Good' Ofsted July 2024 report. There is a great appetite in our school to continue our school improvement journey and make our school truly excellent. The new Headteacher will take over from the outgoing Headteacher Alan Doust, who has led the school through these sustained improvements. We are looking for an inspiring Headteacher to continue these improvements who can join the school in January 2025 or Easter 2025.

Meole Brace School is part of a family of nine schools, that make up our MAT, TrustEd Schools. Meole Brace joined TrustEd in Summer 2022 and has benefitted from the support the Trust provides. Our Heads contribute freely to each other's schools according to need, in a collaborative and open way, within a strong Trust structure and Trust processes. We look forward to welcoming a colleague who shares our Trust's collaborative vision.

Our School is situated in the historic town of Shrewsbury, in the beautiful county of Shropshire, a short distance from the Welsh border and with excellent motorway and rail links to the West Midlands and beyond. Shrewsbury is the county town of Shropshire and enjoys great facilities and services. Meole Brace School serves the local community on the south side of Shrewsbury. The school has a comprehensive intake, and almost all students walk or cycle to school. There are approximately 1,350 students on roll, and the school is oversubscribed in all year groups.

Our school has been able to set a balanced budget again this year, and we have some reserves. Our financial planning and processes are supported by the Trust finance team, led by Gwyneth Evans our Director of Finance.

Appointment to this post comes at an exciting time for the school and it is the perfect time for a new Headteacher. The school has had a challenging period, where results dropped, and a poor Ofsted followed. The last two years, however, has seen steady gains in results, alongside significant and sustained improvements in attendance, and behaviour indicators. This has been achieved through determined and targeted work by the leadership team (supported by the Trust), bringing improvements in leadership across all areas, and significant positive developments in classroom practice.

These improvements, carried out across two years, meant that the school was judged 'Good' in July this year. The school community is rightly proud of the improvements made and they also know that the school improvement journey for the school continues. There is an appetite to continue to make improvements and a very positive mood in the school. There is a determination that pupils will gain a truly great education, with outcomes that reflect this. The new Headteacher will be able to build on the current trajectory and have a strong foundation to take the school forward further still.

The successful candidate will work with Sarah Godden our CEO, Jo Evans Director of Education and John Parr Assistant Director (Secondary) along with other Headteachers from our family of schools. They will be supported by a strong central Trust team. Further to this Meole Brace has a strong governing body with good links to the local community, while bring support, stability and appropriate challenge. The Headteacher will also be very well supported by an enthusiastic school body and strong school senior leadership team.

We are looking for a new Headteacher with the ambition, experience and skills to lead our school on its continued journey of school improvement. Candidates who have previously been Headteachers, or Deputy Heads will be warmly welcomed, and we would tailor the level of trust support given by the trust to meet the needs of the successful candidate.

Thank you once again for your interest in our school. We very much welcome enquiries and visits to the school should you be interested in applying. These will be arranged by myself, Sarah Godden CEO, and our team. For more information or an initial informal & confidential conversation, please contact the Trust Central Offices on 01746 760509 to arrange a call /meeting.

How to apply:

Please complete the **TrustEd Application form** and an **accompanying letter** (no more than 3 sides of A4 at font size 12) to scarlett.beach@trusted-schools.com. In your letter please outline your reasons for applying for the post; your relevant experience and skills; and your ambitions for the school should you be appointed.

Closing Date – Monday 14th October at 10.00am.

Yours sincerely,

Sarah Godden
CEO

Mark Anderson
Chair of Trustees

Introducing our Trust

TrustEd Schools is comprised of a family of nine schools. We have four schools around the market town of Bridgnorth, two schools around the market town of Church Stretton and three schools around the county town of Shrewsbury.

Meole Brace Secondary School joined our Trust in 2022, alongside Belvidere Secondary School and Mary Webb Secondary School. To give you a history of our Trust, Oldbury Wells School was the founding school in our Trust. Alveley Primary School joined the Trust as a sponsored school in 2016. Since this time the school has gone from strength to strength, and it secured one of the very first Ofsted 'good' judgments under the new framework. St Leonards CE Primary School joined us in 2016 at which point the Trust changed its status and we became 'mixed MAT.' This means we can have both secular and Church of England schools in our family and our MAT now has a Church of England Articles of Association. We are proud of this inclusivity, and we cherish this variety. Castlefields Primary School also joined the family of schools in 2016. Church Stretton Secondary School joined us in 2019 and are in the market town of Church Stretton. Stokesay Primary School also joined our Trust in 2019 and is situated in Craven Arms. Stokesay was also a sponsored school, but is now a very strong school, with a good Ofsted judgement and they enjoy top place in the Shropshire Performance Tables for progress.

Our Governance has two tiers. The Trust Board (and its committees) has the overarching responsibility for governance of the Trust and each school. Each school also has delegated powers to their Local Governing Body. Our Headteachers report to three groups: the Executive Team (led by the CEO), our Trust Board (Chair is Mark Anderson) and their own Local Governing Body.

As a Trust we support our schools with a helpful suite of central services which has its offices at Oldbury Wells, Bridgnorth. The team consists of Sarah Godden (CEO), Jo Evans (Director of Education and School Improvement), John Parr (Assistant Director of School Improvement), Karen Cook (Director of Business and Operations) and Gwyneth Evans (Director of Finance), along with a central team who all support in the core aspects such as finance, HR, and premises. Each Headteacher retains leadership and responsibility for these areas but is supported in these tasks by the trust. As a result of this approach all our schools continue to develop and improve under their Headteacher's leadership, and each enjoys healthy finances. Aspects of HR is run through our Trust, as the employer of all staff our schools, including of course Headteachers.

Our schools are also supported by a central service for education improvement and governance. Sarah Godden, supported by Liz Thomas who is our Trust's Clerk, leads this joint work. We employ a School Improvement Advisor, and three of our Team are Ofsted inspectors, which is most helpful. We work in a consistent way on several key education processes, such as Ofsted preparation and improvement planning. Again, each headteacher retains leadership and responsibility for education in their schools, but these processes are supported by the Trust. As a result of this approach each school continues to develop and improve but each school retains their uniqueness. We alter the amount of support given to schools according to need, and also according to the experience and background of any newly appointed Headteacher.

Our trust has three ethical foundation stones which guide the way we work with our schools. These are, Stewardship, Collaboration and Flourishing (inclusion). All our schools are affiliated to the Association of Character Education and working towards the Character Education Award. The way we work together is important to us, giving our schools autonomy over areas such as curriculum, assessment models, behaviour policies, staffing structures and Personal development approaches. Our schools are aligned in key areas such as performance management and HR policy, examination / assessment windows, school self-assessment systems, ICT platform, estates projects / Health and safety and budget setting. Our heads have contributed, where possible, to decision making about that alignment.

As a medium sized Trust in a close geographical area, our school leaders frequently work together on joint projects and support each other. Our CEO, Director of Education and Assistant Director of School Improvement are regular visitors to schools and governors' meetings and take a keen interest in all aspects of our schools. As a Trust and group of Heads we look forward to welcoming a new Headteacher who shares the same vision for working in a family of schools, in a collaborative way, placing the interests of all our pupils at the heart of our work. For more information see: www.trusted-schools.com



Together we are TrustEd

Flourishing:

Together at TrustEd we have the highest ambitions for our pupils. All of them. This inclusive ambition is for our young people to flourish within and for themselves, their school, their communities, and their futures. Our Trust serves across south and central Shropshire, we know that if our pupils thrive, then our communities will gain too.

Collaboration:

Together at TrustEd we know we benefit from working as a team, and value the contributions of our school communities and partners. We are stronger from sharing our thinking, professional knowledge and experience. This helps us to be resourceful, resilient, and to bring combined wisdom to decision making.

Stewardship:

Together at TrustEd we understand the importance of the work we do, in serving our pupils and communities. We embrace the responsibilities that come with this stewardship, acting with courageous advocacy in their interests. We use Character Education in our teaching and in our work together. We place our values at the heart of our work in our schools, especially, compassion & kindness, fairness & equality, and honesty & integrity.





Allocated School: Meole Brace School, Shrewsbury

Employer: TrustEd Schools Alliance

Salary Group: L28 – L34 (£96,673 to £111,976) *

Contract Type: Permanent, Full Time

Line Management: CEO

Designated School: Meole Brace School

**Includes an expected 5.5% pay award.*

Job Description

Role of the Headteacher

Above all things we require our Headteacher to believe in the fundamental importance of education in young people's lives.

The Headteacher has delegated responsibility for the day-to-day running of the school.

- This includes responsibility for the education of all pupils, and the quality and effectiveness of that work.
- The Headteacher is responsible for: employment matters, work, and wellbeing of our team of staff; the implementation of the school budget and resources; buildings / assets, Health and Safety and compliance matters under the direction and as delegated by the Trust. These areas are all supported and guided by central Trust services.

The post holder is required to meet the relevant standards required for the role, such as the DFE: National standards of excellence for headteachers 2015 and where relevant to adjust their work in line with other future changes to expectations and or regulations.

The Trust can alter levels of support according to the needs of the school and for the experience of the new postholder.

Qualities, Knowledge, and Vision

- The highest ambitions for all pupils and for the school.
- Communicate, articulate, sustain, and enhance the school's clear values and moral purpose providing a first-class education for our pupils, ensuring staff and pupils are empowered to excel.
- Lead the School in the pupils' best interests, bearing in mind their needs as individuals.
- Provide vision for the future of the school, having regard to opportunities and risks that might arise, drawing on the support and guidance of the LGB and Trust as appropriate.
- Demonstrate optimistic personal behaviour and positive relationships and attitudes towards all.
- Lead by example with integrity, creativity, resilience and clarity, drawing on the resources and expertise of others.
- Pursue continuous professional development by sustaining strong knowledge about all educational matters including schooling, curriculum, innovations and local, national and international developments.
- Use a deep and accurate knowledge of the school to report strengths and weaknesses to the Trust and to Governors.
- Use a wide range of qualitative and quantitative approaches, including data and research to know the school well and drive improvements.
- Work with the Trust to draw up Strategic Objectives.

- Develop and implement the School Improvement Plan to meet those priorities and others identified and report on this progress regularly to governors.
- Lead the school, building a strong cooperative team and maximising available resources, to develop the school and the school improvement priorities.
- Build on the School's local reputation for excellence and a caring, inclusive ethos, regardless of background, culture, religion etc. Use this to develop a successful marketing strategy.
- Cherish, protect and nurture our school's special culture, while ensuring that the school continues to evolve to be highly effective and fit for purpose into the future.

Educational Leadership, Self-improving School

- As educational leader of the school, provide the vision and strategy for continued improvement to meet highly ambitious goals.
- Bring support, challenge and accountability to all aspects of schooling including extra-curricular, ensuring that the pupils receive an inspiring high-quality education.
- Inspire staff to continually strive to improve their work and to share responsibility and accountability for maintaining the highest possible standards throughout the school.
- Encourage and inspire pupils to participate and engage with the life of our school and to fulfil their potential.
- Be ambitious for our pupils in overcoming disadvantage and ensuring equality.
- Encourage and inspire all staff - teaching and non-teaching - to fulfil their potential, with high quality training and sustained professional development for all staff.
- Manage staff performance in line with Trust policies addressing any underperformance, holding staff to account and supporting staff to improve and share expertise.
- Inspire and encourage staff to support and develop each other's practice.
- Distribute leadership throughout the school making sure there is wisdom, clarity and fairness over roles and responsibilities and that leaders are both supported and held to account fairly.
- Secure excellent teaching through using a strong knowledge of pedagogy and practice.

Pupils, Staff and Working with others

- Provide a safe, inclusive, calm, caring and well-ordered environment for the pupils and staff, ensuring that the culture of safeguarding permeates the school.
- Develop and secure an effective behaviour management system.
- Ensure the personal development and welfare of pupils, understanding that these aspects of the school are a part of our wide educational remit.
- Lead by example, understanding the importance of being a role model for others and being visible and open for communication within School, taking a genuine interest in the individuals in our school community and striving for them to flourish.
- Welcome strong governance, actively working with the LGB and Trust enabling them to deliver their defined functions effectively.
- Learn from and contribute to the development of other senior leaders in the Trust, and actively support the development of other schools in the Trust.
- Ensure communication processes and methods are fit for purpose and facilitate the effectiveness of our school.
- Be outward facing in working with the Trust, other schools and organisations, maintaining warm and effective relationships and good communications with our parents and relevant members of the wider community.

Business & Finance and compliance

- Work with financial and political astuteness steering the work of the school towards common goals in line with the school's vision and the needs of pupils.

- Ensure the school's systems and processes are well considered, efficient and effective, including upholding transparency, integrity and probity, complying with Trust regulations and national standards (e.g. financial handbook)
- Work effectively with and welcome the leadership, support and guidance of trust staff in the areas such as Finance, business, estates, Health and Safety and HR.
- Ensure the continued financial well-being of the school, using the support of the Trust finance team and under the structures and systems that are in place, including the preparation and effective administration of the school budget.
- Manage and maintain, with the assistance of the Trust, the School estate and assets.
- Appoint, induct and train the best staff that can be found, to ensure that our students have the best possible experience in their education here.
- Ensure strategic, curriculum / learning led financial planning in the best interests of pupils and the school's effectiveness and sustainability
- Ensure equitable deployment of resources (including human resources) and that Trust policies for HR and related areas are followed.

As a Headteacher employed by a Trust, the postholder will be part of a senior group of Trust employees. This group is led by the CEO and the Director of Education and School Improvement, who coordinate and direct some aspects of work by Headteachers as required. This is a team of like-minded professionals who are open and supportive of each other's work, including at times working in each other's schools.

Any other duties that the Governing Body/ Board of Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

Additional Employment matters

The post is subject to:

The terms and conditions for teachers as set out in the School Teachers' Pay and Conditions Document 2019; the other terms and conditions set out in the various national collective agreements in force from time to time; the Trust's terms and conditions including any local agreement entered into with the Trusts' forum (including recognised trade unions); the conditions set out in the Job Description and in the letter of appointment.

Salary and Pension

The salary for this post is Headteacher Group 7 but the range within this will be set on appointment. The post is pensionable in accordance with the Teachers' Pension regulations, and relevant contributions will therefore be automatically deducted from the post holder's salary other than where or until such time that the Academy/Trust receives notification that they have elected to opt out of the Scheme. More information can be found online by visiting www.teacherspensions.co.uk

Safer Recruitment Statement

Our Trust is committed to safeguarding and promoting the welfare of children and young people within all trust schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children in accordance with statutory guidance including 'Keeping Children Safe in Education' guidance (September 2023). In order to meet this responsibility, this includes a rigorous recruitment & selection process to discourage and screen out unsuitable applicants. Trust Job descriptions and persons specifications make reference to safeguarding and child protection and that all posts are subject to a Disclosure and Barring Service certificate (DBS). All advertisements include our safeguarding statement and commitment.

Interview and appointment

Shortlisted candidates will take part in an in-depth interview and selection process. Candidates called for interview should bring with them a form of identification e.g. driver's licence or passport. Any offer of appointment will be subject to satisfying any arising safeguarding matters at interview and formal pre-employment checks. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post. A Disclosure and Barring Service Enhanced Certificate (DBS) with Barred List Check will be required for all appointed posts. The Trust will carry out other appropriate pre-employment checks. These include Qualifications and Status e.g. QTS, Prohibition check, EEA check, Section 128 Directive check and Disqualification under the Childcare Act 2006 check. A fitness to work declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job. Further identity checks to determine identity and proof of eligibility to work in the UK and social media checks. The successful candidate will be included on the Trust/school's Single Central Record (SCR).

Probation and Mobility

New staff may be subject to the probation procedure for a period of six months. The probation period is to enable the assessment of an employee's suitability for the job for which they have been employed which includes the monitor and review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

Our Trust's Mobility Policy applies to new staff which specifies how and when staff may be deployed to work in another Trust school. This policy specifies how deployment across schools operates, for promotion, staff development, secondment or redeployment. A copy of this policy is available on request.

Equal Opportunities

Our Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from all backgrounds. TrustEd Schools Alliance takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community. TrustEd Schools Alliance is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

Our Trust is committed to ensuring that all employees privacy is protected. By signing a contract of employment, you will agree for TrustEd Schools Alliance, and/or agents appointed by the Trust, to process your personal data, including "sensitive personal data" as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administration, as well as, complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to our Trust. A full list of these organisations is available upon request.

Further Information for Applicants

Any canvassing in respect of this selection process will disqualify the applicant. The appointment may be terminated upon three months' written notice by either side taking effect on 30 April or 31 December, or upon four months' written notice by either side taking effect from 31 August, except in the case of dismissal.

Person Specification

Requirements (Essential, unless otherwise indicated)	Form of Assessment	
	Application / Statement	Assessment / Interview
Qualifications and Experience		
1. Qualified teacher status with a graduate level qualification (essential).	✓	
2. Relevant professional qualification NPQH or other (essential) – or working towards.	✓	
3. Substantial and successful teaching and leadership experience in the secondary setting (essential).	✓	✓
4. Experience of management in more than one school (desirable)	✓	
5. Successful prior experience of Headship or deputy headship (essential)	✓	✓
6. A proven track record of leading school improvement and raising standards (essential).	✓	✓
7. Has proven commitment to professional development in leadership and management (essential).	✓	✓
8. Track record of leadership within both curriculum and pastoral areas (desirable).	✓	
9. Successful senior leadership experience in either curriculum or pastoral areas (essential).	✓	✓
Qualities, Skills and Knowledge		
10. Have the best interests of pupils and the highest ambitions for all pupils, as the guiding principles of personal practice (essential).		✓
11. Have personal leadership qualities that inspire the work and trust of others, and the humility to use this authority with wisdom and compassion (essential)		✓
12. Consistently demonstrate integrity, determination, positivity, fairness / equality and strength / resilience in professional practice (essential).		✓
13. Demonstrate the ability to clearly communicate the strategic vision; motivate and inspire the school community in the constant pursuit of excellence (essential).		✓
14. Have a proven track record of running an effective team and securing the support of other key professional / staff (essential).	✓	✓
15. Has a proven track record, reflected in high levels of ambition for every child (essential).	✓	✓

16. Can monitor and evaluate all aspects of education (including lesson observations, book reviews and the use of data), to drive forward the achievement of the school, all groups and pupils (essential).	✓	✓
17. Can sustain and develop pupils' high standards of behaviour and can also consistently promote pupils' welfare (essential)	✓	✓
18. Is passionate about 'quality first teaching', ensuring that an effective system is in place for self-evaluation, actions for improvement and monitoring of all staff and can apply management skills to support and coach / develop staff (essential).	✓	✓
19. Able to write high quality and user-friendly evaluations and reports to guide the future actions of others (desirable).	✓	✓
20. Capacity to respond effectively and efficiently to short- and long-term challenges, able to think strategically and identify opportunities for future development and improvement (essential).		✓
21. Can demonstrate highly effective management skills (essential) and apply these skills during times of educational and financial pressure, to ensure that resources are appropriately allocated to drive the continuous improvement of teaching and standards of learning for all pupils (desirable).		✓
22. Experience in the re-structuring of staffing or the design of new teams and structures (desirable). Demonstrate the capacity to draw on other leaders' strengths and target training where needed (essential).	✓	✓
23. Has up to date knowledge of statutory requirements, Ofsted and curriculum and able to translate this into policies and administrative practices (essential).	✓	✓
24. Has up to date knowledge of pastoral, safety and inclusion matters and is able to apply this for 'in the moment' problem solving, and longer term administrative / monitoring practices (essential).	✓	✓
25. Demonstrate commitment to keeping the school environment and pupils safe, and maintain up-to-date knowledge of health and safety, training and legislation. Able to direct staff to ensure this is consistently applied (essential).	✓	✓
26. Value partnerships with external organisations, both educational and community based and be able to develop these for the benefit of the school community (essential).	✓	✓
27. Value partnerships with internal partners, such as the Trust, other Trust schools and Sports Partnership (essential).	✓	
28. Able to find ways to enable everyone – parents, pupils, staff and the wider community – to feel a valued part of our inclusive school and its work (essential).	✓	✓
29. Excellent communicator with demonstrable experience of communicating effectively to different audiences across different channels (essential). Experience of working to develop a successful marketing strategy (desirable).	✓	✓
30. Knows what an engaging, rigorous, broad and rich curriculum is and how to develop one across a school (essential).	✓	✓
31. Understanding of how financial considerations connect to all aspects of school life and ability to maximise resources (essential).	✓	✓
32. Experience of managing staff and contributing to HR processes such as performance management and capability (desirable).	✓	✓

33. Currently contribute to the development and implementation of a broad and rich curriculum and the informal / wider curriculum (essential).	✓	
34. Can demonstrate a commitment to the development of the whole child through experience of work in church schools, personal development, welfare, SMSC etc. (essential).	✓	✓
35. Understand the challenges that some pupils face, and the complex needs that some pupils have (essential). Demonstrate, in current post, tireless work to support such pupils (desirable).		✓
Trust and Governance		
36. Experience of, or commitment to, working closely and collaboratively with the Trust / Governing Body / our other schools to develop and implement a shared vision (essential).	✓	✓
37. Experience of working in partnership with Governors or a Trust, providing information and advice (desirable).	✓	
38. Willingness and capacity to work in partnership with Governors, and under the direction of a Trust, to enable them to meet their responsibilities, including holding the school to account, HR systems and financial regulations (essential).	✓	✓
39. Welcome the opportunity to work in a Trust, receiving and implementing its expectations (including financial and HR) and making full use of the support and developments on offer (essential).	✓	✓
40. Willing and able to contribute to the development of the Trust and other Trust schools (essential).		✓