



Headteacher Candidate Pack



Chesterton
PRIMARY SCHOOL
Respect | Persevere | Care

Location: Cambridge **Start date:** September 2024 or January 2025



Welcome letter from our Chair

Dear Applicant,

On behalf of the Local Governing Body (LGB), thank you for your interest in applying to be our new Headteacher. I hope this information pack will enthuse you to submit your application. Chesterton Primary School benefits from being part of the Active Learning Trust, a Trust who are keen to ensure that each of its schools retains its individuality and responds to the needs of its local community.

All members of the LGB are fully committed to supporting the Leadership team in continuing to develop the provision for our children, ensuring they can become confident and enthusiastic learners who are ambitious, caring and kind.

We have a highly skilled and committed staff team at Chesterton who benefit from strong and experienced leadership.

As governors we are committed to continuing to support the leadership team and the Active Learning Trust in ensuring our children achieve the very best they can, if you feel passionate about this also, then I hope we will have the opportunity to meet with you soon.

Kind regards

Simon Bainbridge
Chair of the Local Governing Body



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Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I am looking to build a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and trust further.

Lynsey Holzer
CEO





About The Active Learning Trust

The Active Learning Trust is a large multi-academy Trust that has grown steadily over time. ALT has effectively established a strong clear ethos, vision and values across all its schools.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.

Our Schools

- ALT currently comprises 19 schools; 8 in Cambridgeshire and 11 in Suffolk.
- The Trust has 2 special schools, 2 secondary schools, 1 all-through school and 14 primary schools.
- One special school and four primaries are academy converters. The remaining 13 schools are sponsor led academies.
- The Trust was initially established with one school in April 2013 and since then has gradually expanded over time with new schools joining each year in 2013, 2014, 2015, 2016, 2017 and the latest school joined us in January 2018.
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





About The Active Learning Trust *continued*

Our Aims

In our academies and the schools that we work with, we will:

- Establish and maintain strong and effective leadership.
- Maintain the highest expectations of Trust-wide teaching and learning and recognise that each school is an integral part of its local community.
- Deliver good governance as a non-negotiable element of our work.
- Develop and sustain a strong and rapid trajectory of improvement in all our schools.
- Ensure a calm and purposeful learning environment.
- Maintain robust systems of performance management.
- Champion broad and balanced curricula designed to meet the needs of the 21st Century.
- Develop and sustain strong links with local and national business to foster links for work experience and future employment opportunities.
- Harness the developing potential of information technology to enhance classroom practice and the business operations of the Trust.
- Promote the sharing of expertise and effective practice across our academies and schools.
- To listen to pupils, staff and parents as to how the Trust and schools deliver to their local communities.
- Provide value for money services.
- Build capacity by nurturing a collaborative network of school improvers.
- Be outward facing, learning from excellent practice and other research to develop the offer in our schools and across the Trust.
- Ensure community 'ownership' of our academies and schools and that they are seen as the schools of choice by their communities.
- Foster and sustain strong links with further and higher education.

In overall terms, the Trust wants to be able to be judged as having met a shared set of values and a vision, delivering a high-quality education provision so that all pupils and students maximise their potential for learning.

Our Vision

Is to maximise our impact at school level, both with schools in need of significant improvement and with those that are already outstanding and have a desire to develop and use their expertise to support others. Specifically, we will:

- Support the drive to raise standards in the lowest performing schools, through our own team of experienced school improvers and with the support of existing high performing schools.
- Continually improve our capacity to ensure that the quality of what we deliver remains at an outstandingly high level by ensuring there are strong systems of performance management in place in all schools to support improvement, seeking out and valuing excellent performance and by ensuring good value for money.
- Ensure the delivery of high-quality education through our academies to support pupils across all age ranges from the early years to post 16.

About The Active Learning Trust *continued*



- Work with LAs on school organisation issues to address local communities' demand for the provision of high quality school places locally.
- Develop the leadership, management and governance in all our schools so that we grow and maintain the best leaders, and act as a "Training School" network to grow the next generation of effective teachers and school leaders.
- Develop and support local governing boards who share our determination to raise standards in all Trust schools.
- Provide value for money services to our schools that minimise administration locally and maximise the potential for our managers to be leaders in their school.

Our Values

- We recognise each school is different – we don't look to impose a corporate style or identity on schools but we do have a common approach to maintaining the highest expectations.
- We believe our role is to help school achieve excellence through the provision of support, advice and challenge of the highest quality.
- We are committed to a collaborative approach to our work, based on a shared understanding of what needs to be done, by whom and when in order to maximise the impact of our work.
- The Active Learning Trust seeks to promote a tolerant and informed view of the world and holds non political, cultural or religious affiliations. These core values underpin our commitment to provide the highest quality education for all our pupils so that they can go on to live fulfilling and responsible lives as active citizens.
- We are always open and honest in our communication and welcome feedback.
- We always do what we say we will do.
- We will strive for excellence and quality in everything we do.
- Our staff can expect support and advice of the highest quality, clarity about expectations we have of them and the right and responsibility to share successes and concerns.
- We believe pupils in schools that are part of the Trust have a right to an excellent education and a responsibility to positively take part in the school and community life to the best of their ability.
- We believe that parents are an important part of a child's education and it is the responsibility of the Trust and schools to engage positively with parents to secure their support to raise attainment.
- We believe that strong Local Boards, acting as part of the Trust's monitoring and evaluation of progress, are key partners to success.



About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities.



ALT Institute of
Teaching and
Leadership

About Chesterton Primary School

Chesterton Primary School is a single-form entry school, set in the heart of Chesterton, a suburb of Cambridge. Our children are inquisitive, lively, and enthusiastic about their learning.

Our school opened in September 2013 as an academy trust school with its sponsors, The Active Learning Trust. The staff, the Active Learning Trust and Governors are dedicated to the growth and development of the school. Together with the parents, carers and the local community, we work to promote high standards of achievement and behaviour. We place great importance on individual relationships and the benefits that positive relationships can bring throughout our entire school community.

Each day at school we work to achieve our vision of Building aspiration, overcoming barriers and celebrating diversity in our community, learning and relationships. We aim for this through living out our values: Respect; Persevere; Care. Our values run through every aspect of life in our school and form the model of behaviours we expect to see from all members of our community.

We are very proud of the relationships that exist within our community and we work hard to harness links with our parent community. We are grateful for the support we receive from SOCS (Supporters of Chesterton School), our PTA.

Chesterton Primary School continues to be rated as a "Good" school by Ofsted, following our inspection in February 2020. Our team of staff are committed to the school and its community; we work hard to ensure our children are safe, secure and happy whilst at school, as well as achieving their potential in all areas of their learning and relationships. Our school is part of the Active Learning Trust, which has schools across Cambridgeshire and Suffolk. We benefit from being part of this family of schools through the personalised support on offer from the central team.

Active Learning Trust

ALT brings together experienced and successful practitioners who share a collective belief in the effectiveness of school improvement, Chesterton Primary School is located within our Cambridgeshire hub, which brings together 7 additional schools:

- Kingsfield Primary School, Chatteris
- Cromwell Community College, Chatteris (All through school)
- Neale-Wade Academy, March
- Earith Primary School
- Isle of Ely Primary School
- Highfield Littleport Academy
- Highfield Ely Academy

There are a further two ALT Hubs located in Lowestoft and in Ipswich, and this provides the opportunity for schools to be part of a learning community that extends across local authority boundaries. This enables collaborative and supportive work between schools and an opportunity to share strengths.

The Trust has the strong moral purpose of enabling schools to deliver high levels of achievement for all pupils, regardless of socio-economic circumstances, family situation or ethnic background.

The Trust will secure and sustain improvement in schools by providing leadership and support through academy sponsorship, by working with local governing bodies to strengthen their leadership and strategic delivery and through contracted work with school leaders and their teams.

In our academies and the schools that we work with, we will:

- Establish strong and effective leadership
- Deliver good governance as a non-negotiable element of our work
- Develop and sustain a strong and rapid trajectory of improvement
- Ensure a calm and purposeful learning environment
- Maintain robust systems of performance management
- Champion broad and balanced curricula, well integrated with the needs of business, local communities and the realities of work beyond school
- Harness the developing potential of information technology
- Promote the sharing of expertise and effective practice across academies and schools
- Provide value for money services, delivered at minimised administrative cost
- Build capacity by nurturing a collaborative network of school improvers
- Ensure community 'ownership' of our Academies and schools and that they are seen as the schools of choice by their communities
- Foster and sustain strong links with further and higher education



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Job Description Headteacher

Salary: L14-L18 – £65,010-£71,729

Introduction

The Headteacher is accountable to The Active Learning Trust and the Local Governing Body for the professional leadership, strategic direction and operational management of the School in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Trust and Local Governing Body.

The Headteacher will be a pro-active and committed part of the senior leadership groups across the Multi-Academy Trust.

The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary.

The Trust and the Local Governing Body is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people.

Key Duties and Responsibilities

The following duties are to be carried out in consultation with, as appropriate, the Local Governing Board, the MAT's Trustees, the MAT Executive Leadership Team and Central Team, the staff and parents and children/pupils.

Leadership and Management of Pupil Achievement, Progress and Safety

- Ensure that student safety and safeguarding is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of pupils.
- Act as the Designated Safeguarding Lead or Deputy Safeguarding Lead for the school and ensure appropriate levels of capacity and coverage at all times for the safeguarding responsibilities of the school.

Leading and Managing Employees

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop employees to secure improvement.
- Ensure that all employees are engaged with the school's key priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.

Job Description *continued*

- Maximise the contribution of employees to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all employees including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

Leadership and Management of Curriculum

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for pupils of all backgrounds and abilities.
- Develop and champion the impact of the school's specialisms on pupil opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils
- Ensure that the curriculum enables pupils to progress to sustained engagement in education on exit from the school.

Managing Resources

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Local Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the pupils and employees and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

Stakeholders and the Local Community

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.





Job Description *continued*

Accountability and Governance

- Work with the Central Trust and Local Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan (or other relevant plans) with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the Trust, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.

Teaching

- Teach as necessary and appropriate relative to the other duties of the post.

Other Duties

- The Headteacher may be asked to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post.

This job description will be reviewed as part of performance management arrangements. In addition, it may be amended at any time after consultation with the post-holder.



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Person Specification

COMPETENCIES, KNOWLEDGE, QUALIFICATIONS		Judged from Application Form	Judged at Interview
QUALIFICATIONS AND CPD RECORD	<p>Essential:</p> <ul style="list-style-type: none"> • Qualified Teacher Status and first degree (or equivalent, e.g. Cert Ed) • Record of CPD relevant to Headship <p>Desirable</p> <ul style="list-style-type: none"> • Higher degree relevant to Headship • NPQH • CPD record includes substantial relevant achievement 	X X X X X	
EMPLOYMENT RECORD	<p>Essential:</p> <ul style="list-style-type: none"> • Successful track record of leadership in the primary/secondary sector in England 	X	X
PERSONAL EFFECTIVENESS	<ul style="list-style-type: none"> • Capacity for personal development • Ability to identify and grapple with priority issues and be adaptable and responsive to circumstances • Consistency of judgement and inner integrity 	X	X X X
LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, PROGRESS AND SAFETY	<ul style="list-style-type: none"> • Concerned about individual student/pupil needs; regards personal safety and achievement for each individual as the highest priorities • Ability to inspire high levels of performance in students/pupils • The ability to analyse the complex issues relating to students'/pupils' attainment and progress and develop effective and creative responses • Successful track record in managing and deep appreciation of monitoring and evaluation techniques of student/pupil progress, translating into detailed plans with specific measurable targets • Knowledge understanding and experience of Safeguarding and Safer Recruitment policies procedures and practices 	X X X	X X X
LEADING AND MANAGING STAFF	<ul style="list-style-type: none"> • High-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability • Able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability • Positive and approachable with a commitment to equal opportunities and high achievement 	X	X X X
LEADERSHIP AND MANAGEMENT OF CURRICULUM	<ul style="list-style-type: none"> • Depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment • The ability to analyse complex curriculum issues and develop effective and creative responses • In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped • A vision for the 21st Century curriculum provision 	X X X X	X X X
MANAGING RESOURCES	<ul style="list-style-type: none"> • The ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses • A vision for 21st Century learning environment 	X X	X X
STAKEHOLDERS AND THE LOCAL COMMUNITY	<ul style="list-style-type: none"> • Effective communication with staff, parents, pupils and governors and is sensitive to the school's role within the community • Establish effective links with the community • Evidence of the ability to establish a "standing" within the community and engagement with a wide variety of stakeholders 		X X X
ACCOUNTABILITY AND GOVERNANCE	<ul style="list-style-type: none"> • Successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements 	X	X
TEACHING	<ul style="list-style-type: none"> • Substantial successful teaching experience in the age range 	X	X

ACADEMICIS

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997/01223 907979**.

Closing date: **Sunday 12th May 2024** ● Shortlisting: **Monday 13th May 2024**
Interview dates: **Monday 20th and Tuesday 21st May 2024**



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The Active Learning Trust and Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.