

Headteacher | Information Pack

Alconbury Weald Church Academy

Creating the foundations to build successful futures

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

Introduction from the CEO

Dear Candidate,

Thank you for taking an interest in becoming the first Headteacher of Alconbury Weald Church Academy. To open a new school is a rare opportunity and a genuine privilege, the foundations built in these formative years will create a legacy of success for generations to come.



To shape the curriculum, staff structures, staff appointments, ethos and more is an exciting prospect especially considering that many of these decisions will be new and not coming from an inherited position.

Alconbury Weald Church Academy is not a short-term job prospect; this school has been 12 years in the making and will take another five years to reach its first cohort of GCSE results in 2032. We are looking for a candidate who can commit to growing the school from its first cohort through to the first set of GCSE results and beyond.

The local community will be placing their faith in the Headteacher and the Trust to open the school and provide the promised excellent education for their children. The successful candidate will see engagement with the community as a significant part of their role as the school establishes itself as an integral part of local life.

The delivery of outcomes through a high-quality curriculum and high-quality teaching is the most important thing we are looking for from our new Headteacher. Our students can only successfully access the next stage of their education with a solid foundation in knowledge, skills, and expertise and it is our job to enable them to reach that point.

This will be a demanding role; you will have a small staff team initially which grows over time as the number of year groups and children increases. You will need to have the experience and vision to understand what needs to be done in the early days of the school and what needs to be done to prepare for the changes required every year as the school grows.

You will be joining a Trust that has itself been on a significant journey resulting in KS2 outcomes increasing to one of the highest in the region, the Ofsted judgements of our schools have transformed over the past 5 years, and we were awarded MAT of the Year at the 2024 National Schools Awards. We pride ourselves on the support and CPD that is offered to our teachers and leaders, and the alignment that exists within these groups around our Education Principles.

I would welcome discussion with anyone who is interested in this post and look forward to meeting potential candidates.

A handwritten signature in black ink, appearing to read 'Adrian Ball'.

Adrian Ball, Chief Executive Officer



Our Vision

Creating the foundations to build successful futures

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

Our Values

Love

We engender love and tolerance between - and for - our staff, pupils and others to foster an inspiring atmosphere of mutual support.

Community

We are committed to ensuring our schools are a living part of the community and contribute positively to its needs.

Respect

We do everything possible to provide a caring, safe, and secure place for our staff and pupils to be happy and respected in our schools so they may achieve their potential.


Trust

We acknowledge accountability and responsibility for our actions but ensure that we encourage each other to make brave decisions and then learn from any mistakes.


Ambition

We are determined that our schools offer a place for the joy of learning, enabling those of all abilities to thrive and go on to lead rewarding lives.

Trust in numbers



Number of
Schools
38



Number of
Pupils
6774

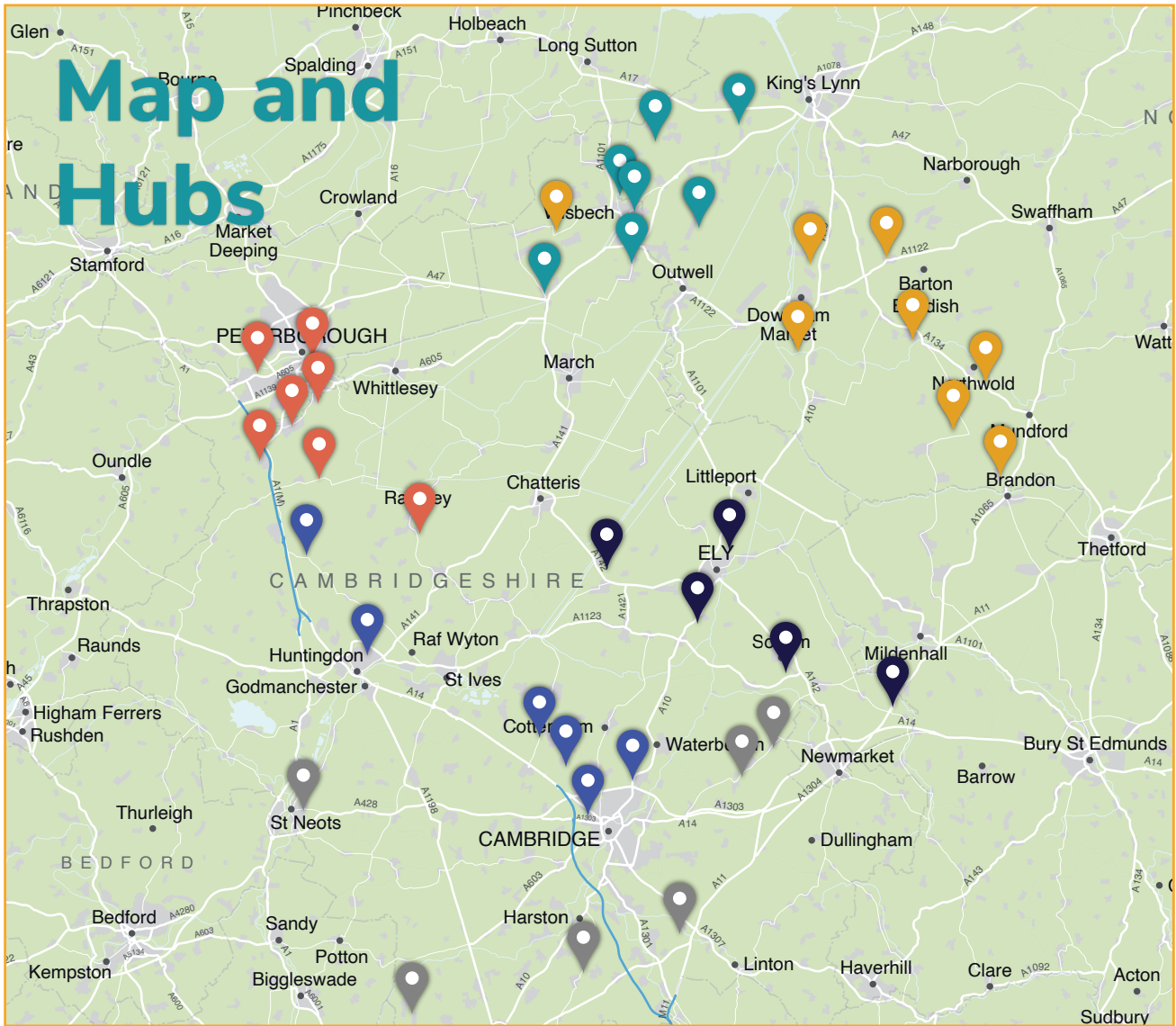


Number of
Staff
990



% of
schools rated
good or better
by Ofsted

98%



Wisbech/North Norfolk Hub

- Tilney All Saints CofE Primary School
- Anthony Curton CofE Primary School
- Orchards CofE Academy
- Elm CofE Primary School
- Marshland St James Primary and Nursery School
- Guyhirn CofE Primary School
- St Peter's CofE Junior School

West Norfolk Hub

- Weeting CofE Primary School
- Norman CofE Primary School
- Duchy of Lancaster CofE Primary School
- All Saints Academy
- St Martin at Shouldham CofE Primary Academy
- Holy Cross CofE Primary School
- Hilgay Riverside Academy
- Wisbech St Mary CofE Academy

Peterborough Hub

- Stanground St John's CofE Primary School
- St Botolph's CofE Primary School
- Farcet CofE Primary School
- William de Yaxley CofE Academy
- Stilton CofE Primary Academy
- Holme CofE Primary School
- Bury CofE Primary School

Mid Diocese Hub

- Mepal and Witcham CofE Primary School
- Ely St Mary's CofE Junior School
- Little Thetford Primary School
- St Andrew's CofE Primary School
- St Christopher's CofE Primary School

Central Cambridgeshire Hub

- Ermine Street Church Academy
- St John's CofE Primary School
- Milton CofE Primary School
- St Luke's CofE Primary School
- Pathfinder Primary School
- Oakington CofE Primary School

South Cambridgeshire Hub

- Guilden Morden CofE Primary Academy
- Babraham CofE Primary School
- Thriplow CofE Primary School
- Swaffham Bulbeck CofE Primary School
- Swaffham Prior CofE Primary School

The DEMAT Approach

At DEMAT, we take a deliberate trust-wide position on our view of high standards and quality teaching and learning. This position is exemplified in our Education Principles which were co-constructed with our school leaders. While we celebrate each school's own unique characteristics and features, in order to continue to improve our offer to all of our children it is imperative that we all adhere to these principles both in the classroom and as our guide for strategic decisions. The principles ensure that we are "rowing together" as a trust family of schools who are driving forward our practice as we work and think together. They support us in making strong, intentional choices about all aspects of school life which impact teaching and learning. They help us guard against "drift" away from our "best bets" and challenge us to continue to test these.

It is therefore crucial that DEMAT headteachers deeply understand what they mean for our Trust as a whole and how they can be applied in schools (please also see our exemplification document on our website for clarity). As a DEMAT headteacher, it is an opportunity and an expectation to embed these within practice at your school but also, where possible, to support the development of exceptional practice across the wider Trust. st.

DEMAT Education Principles

- All DEMAT children are entitled to a rich, highly-specified curriculum where knowledge is valued, well-sequenced and taught to be remembered. It is not left to chance.
- The curriculum is the progression model which underpins our approach to assessment and prioritises the formative aspect of this at the point of learning for ALL children.
- Where necessary, through robust and rigorous assessment processes, we make intentional decisions to adapt and make reasonable adjustments ensuring that ALL DEMAT pupils receive this entitlement because their identified needs are addressed.
- The curriculum provides the platform for opportunities to ensure that "powerful knowledge" develops understanding and takes children beyond their otherwise lived experiences, allowing them to think better, and opening up life choices.
- Our research-informed pedagogy ensures that what is taught is:
 - designed to help pupils to remember, in the long term, the content they have been taught and to integrate new knowledge into larger concepts;
- In DEMAT schools, everyone is responsible for the culture of ambitious aspirations and high expectations for all pupils recognising that each child is unique, complex and valued.
- We intentionally foster strong relationships and proactive communication with families and professionals so there is a shared understanding of the evidence-informed inclusive practice.
- Rigorous, systematic teaching of reading is paramount and includes mastery of the phonic code, fluency (automaticity, accuracy and prosody) and comprehension. This means that anyone involved in reading instruction must be inducted with the required subject and pedagogical knowledge.
- In all subjects, strong teacher subject knowledge is crucial; we must ensure that teachers are equipped with, and effectively use, the knowledge required to ensure coherence and avoid misconceptions.
- Maximising pupil outcomes in all year groups is imperative to ensure that children have the foundations to build successful futures and be inducted into the educated community.
- The behaviour curriculum is codified and taught explicitly, with consistent expectations, to ensure that all children receive their entitlement to the education they deserve.
- We hold the highest expectations for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.

Promoting Positive Pupil Behaviour at DEMAT Schools

At DEMAT, we believe that all children achieve well and are happiest when their school is a calm, focussed place. Leaders and teachers aim to minimise uncertainty for pupils by establishing clear routines and procedures that are known and respected by all members of the school community. Children are explicitly taught the positive ways we expect them to behave, and each school has built its own behaviour curriculum to make these standards clear. Staff at DEMAT schools recognise that children need to be supported when they make mistakes, and that this is done in conjunction with a clear graduated response to behaviour incidents. Hub Directors and Senior Trust Leaders strongly support and expect Headteachers to hold the highest expectations for pupils.

Working with your Hub Director

Each DEMAT school is a member of a geographically based Hub. Regular Hub meetings are often the forum for information, training, advice and collaboration between school leaders, further strengthening the support network available. Each Hub is led by a Hub Director who holds line management responsibility for the Headteachers within it.

The relationship is a positive one, based on offering advice, support and challenge. Each Hub Director has been a successful Headteacher and is accountable, along with the Headteacher, for the standards in the schools in their Hub. Headteachers meet regularly and often with their Hub Director, as well as in the Hub group, to ensure these standards are being met. Hub Directors are members of the school's Senior Leadership Team and are closely involved with the school, getting to know staff and pupils. Hub Directors focus on Educational Standards at the school but are an invaluable source of advice and experience in all aspects of school leadership.





Alconbury Weald Church Academy

What are the ambitions and specific vision for the school

As part of the local community, the school will be a place where every student is valued. We exist to create the foundations to build successful futures; this statement is based around the whole child, ensuring no child is left behind and receives the education required for them to succeed in their future endeavours.

Our new Headteacher will be influential in working alongside our Director of Education to develop a coherent, well-planned curriculum which will provide an excellent transition from Primary School and subsequently enable students to create the foundations upon which to build successful futures. This will enable pupils from all starting points to make rapid progress and enjoy their learning whilst improving their literacy and oracy skills.

What happens at Key Stage Three plays a crucial part in a child's educational journey - and this is something that is quite often overlooked at secondary schools. Due to the fact we are growing from a small cohort of approximately 120 in the first year our sole focus will be on ensuring happy, safe, confident, articulate students who in turn secure maximum progress in all their subject areas.

We are committed to achieving high standards in every area of the school from our curriculum, which provides a combination of challenging and engaging learning experiences, to a wide range of stimulating extra-curricular activities and excellent pastoral care.

With the support of our committed teaching and associate staff, we want to help shape every child's future and encourage them to flourish by giving them the very best all-round education. We are driven by an aspirational approach for our students, and we are determined that they will succeed during their five years with us.

Curriculum overview

AWCA will offer a broad and balanced curriculum underpinned by a Christian ethos, to ensure students can **'live life to the full and seek for that which is good, that which is right and that which is true'**.

- The curriculum will align with the National Curriculum and will reflect our local community;
- We will ensure all students have an ambitious, challenging, and powerful curriculum which will induct them into the wider educated community and will support them to become responsible citizens who make a positive contribution to society;
- A full complement of core and non-core subjects will be on offer to all pupils;
- We will offer a wide range of enrichment opportunities to ensure students develop a broad range of skills, knowledge and cultural capital (e.g. a cadet unit and Duke of Edinburgh awards);
- The PSHE and RSE curriculum will promote fundamental British Values and support students in living healthy, happy lives;
- We will ensure that all students have full access to the curriculum to ensure no child is left behind including those with SEND;
- Prioritising opportunities to develop literacy and numeracy across the curriculum will be a key feature of AWCA life;
- We believe strongly in the importance of sport, music, and the arts. All students will have the opportunity, and will be strongly encouraged to, take part in a wide range of fixtures, productions, and competitions.
- The library will be available for students to work in every day to support reading and independent study.

Headteacher Job description

Job title Headteacher

Responsible To Hub Director and CEO

Purpose of Role

The post holder will be accountable to Headteacher's Standards 2020 and expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD). They will proactively promote and demonstrate the Diocese of Ely Multi Academy Trust (DEMATE) vision and Christian values, respecting cultural diversity within contemporary Britain.

The Headteacher is accountable for ensuring the educational success of the academy which they lead, aligned with the DEMATE approach to providing an excellent level of education, and working towards strategic plans for the individual academy and the wider Trust. They are responsible for creating a culture of consistent improvement and should be committed to the highest achievement for all pupils.

Responsibilities

Strategic Leadership and Development of the Academy

- Lead by example, providing considered and consistent leadership.
- Formulate and realise the strategic and operational aims and objectives of the academy in accordance with those of the whole Trust to deliver the expected DEMATE offer to the children at the academy.
- Establish and promote policies for achieving these aims and objectives aligned to our Trust Headteachers' Handbook.
- Lead the academy improvement process. Gain commitment to the need for improvement, developing an environment of the highest expectations.
- Work with the Trust's central team to develop the shared vision and strategic plans of the academy.
- Monitor and ensure progress towards the achievement of the academy's aims and objectives as derived from whole-trust aims and objectives. This will include identifying next steps and facilitating appropriate CPD related to improving the standard of teaching and learning across the academy.
- Work proactively and positively with the central team, the school community council, regional school board and all relevant internal and external bodies/stakeholders to enable the Board of Trustees to meet its responsibilities.
- Secure the commitment of parents, carers and the wider community to the vision and direction of the academy as part of the whole Trust.
- Demonstrate the resilience and motivation required to lead through day-to-day challenges whilst maintaining clear, strategic direction.
- Ensure that effective and pastoral support is available to children in the academy.
- Develop a culture of accountability to recognise excellence as well as providing appropriate strategies to deal with under-performance in accordance with Trust policies and procedures.
- Ensure that all senior and middle leaders, or those with responsibility, within the academy have clearly defined responsibilities and accountabilities.
- Oversee the implementation of DEMATE policies, principles and procedures ensuring consistent application and monitoring for impact, as outlined in the Headteacher's Handbook.
- Ensure agreed reporting mechanisms are effectively in place for the Regional School Board and to central functions.
- Create an outward facing academy which works collaboratively with other academies in the Trust and its central team as well as other local or national organisations to secure excellent outcomes for all pupils.

Teaching and Learning

- Ensure alignment across all teaching staff to the DEMAT Education Principles.
- Keep up to date with developments and research in education including having a good understanding of how children learn, ensuring all staff use agreed, research-informed strategies to provide effective teaching methods in conjunction with the DEMAT Education Team and Trust Education Principles.
- Secure and sustain effective, high-quality teaching and learning by ensuring the academy has sound strategies for monitoring and evaluating the quality of education and standards of pupils' achievement.
- Through robust and effective monitoring and evaluation, use assessment to drive improvements in the academy's academic outcomes.
- Ensure exemplary subject leadership is in line with the needs of the academy and plan opportunities to strengthen subject leadership across the academy.
- Lead by example, upholding and articulating clear values, moral purpose and the academy's Christian vision and focusing on providing excellent education for all children.
- Maintain excellent standards of behaviour, both in and out the classroom, to ensure the best possible learning environment for all, following the Trust's approach to conduct.
- Seek training and continuing professional development to meet own needs in accordance with those of the academy and lead other staff members in doing the same.
- Model research-informed approaches to academy improvement and leadership to improve teaching and learning outcomes for all children.
- Inspire and lead others to believe in the fundamental importance of a knowledge rich education as outlined in our Trust Education Principles.

Standards and Expectations

- Promote and maintain the Christian distinctiveness of the academy in line with the expectations as set out in the SIAMS framework.
- Manage staff and resources to effectively deliver the highest standard of education for pupils, including a commitment to raising standards of achievement, maintaining the highest of expectations for all children, ensuring that all children have equity of access to the curriculum. Ensure that they are achieved in a way that is manageable and sustainable by all members of staff.
- Communicate the academy and wider Trust vision and support strategic leadership, including with external stakeholders and relevant educational bodies.
- Build positive relationships with all members of the academy's community, showing positive attitudes and modelling professional conduct.
- Engage with and contribute to the wider Trust culture.
- Develop a strong working knowledge of Ofsted and SIAMS inspection frameworks. Work with the central team to ensure effective practice is embedded in line with requirements of SIAMS and Ofsted inspections.
- Maintain excellent standards of behaviour, both in and out of the classroom, to ensure the best possible learning environment for all.
- Develop strong, positive relationships with colleagues across DEMAT and contribute towards collaborative work across academies, supporting other staff to participate in Trust-wide activities.
- Participate in Trust-wide activities to share best practice, contribute to the development of Trust strategies, principles and policies, promote the academies and the wider Trust in a local and national context.
- Promote wellbeing and work life balance for all staff.
- Support all staff to create a safe, calm and well-ordered environment for all children and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Fulfil the role of Designated Safeguarding Lead (training/refresher will be provided).
- Develop effective relationships with fellow professionals, including central team colleagues.

Systems and Processes

- Ensure that the academy's systems, organisation and processes are well considered, robust and fit for purpose.
- Secure robust academy self-evaluation and quality assurance procedures.
- Work with political and financial astuteness, translating policy into the academy's context.
- Work with the finance team, including the academy finance assistant to build a sustainable 3-year budget. Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Work with the recruitment team to recruit and retain staff within the academy and wider Trust.
- Work with the HR team, including the academy HR advisor to manage employee relations and workforce planning within the academy and wider Trust.
- Maximise the opportunities presented for sharing and developing good practice within the academy and the wider Trust.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Keep abreast of educational disclosure and best management practice in order to make well-informed decisions and to introduce appropriate innovation.

The Self Improving School System

- Treat everyone fairly and equitably demonstrating the Trust's core values.
- Demand ambitious standards for all children, instilling a strong sense of accountability in staff for the impact of their work on children's outcomes.
- Ensure excellent teaching in the academy, including through engagement with the central team, direct training, modelling, coaching and team teaching with staff in line with our Trust Education Principles.
- Ensure the same high standard is expected for all children and in all curriculum areas in line with our approach to inclusion.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Identify emerging talent and ensure appropriate CPD is made available to all staff and best practice is embedded across the academy.
- Develop leadership capacity at all levels. Support distribution of leadership throughout the academy.
- Establish and maintain a culture of shared professional conduct and practice, using agreed Trust policies and protocols as set out in our Headteachers' Handbook.
- Promote and protect the health, safety and welfare of pupils and staff.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

The Headteacher will be required to safeguard and promote the welfare of children and young people and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the CEO.

Person Specification

Qualifications and Experience

Essential / Desirable

Relevant degree or equivalent	E
Post graduate degree	D
National Professional Qualification for Headship	D
Qualified Teacher Status	E
Evidence of recent and relevant CPD in school leadership and management	E
Evidence of appropriate professional development for the role of Headteacher	E
Recent experience as a Headteacher or Deputy Headteacher	E
Successful track record and impact as a senior leader (ideally Deputy or Assistant Headteacher) and as an outstanding classroom teacher	E
Experience of recruiting, managing and developing staff in order to ensure a culture of high expectations, underpinned by both appropriate support, accountability and challenge.	E
Experience and a track record of managing budgets, delivering school improvement concurrent to budget sustainability and ensuring consistent best value from all school resources.	E
Experience of managing change in order to adapt to the evolving needs of the school and broader education sector, developing the school to become at the leading edge of best practice.	E
Experience of working with internal and external agency partners to lead the culture and compliance with safeguarding expectations for the entire school community.	E

Knowledge, Skills and Abilities

Essential / Desirable

Evidence of successful subject area leadership and management, which should include experience of management of staff, classroom organisation, budgets and administration in a primary school	E
Experience of monitoring and evaluating curriculum delivery and Teaching and Learning	E
Experience of school improvement planning for pupil progress and monitoring the impact of action plans and interventions	E
Effective approach to behaviour management	E
Knowledge of strategies for school improvement and raising standards of achievements	E
Knowledge and understanding of the current educational landscape, government initiatives, OFSTED requirements and implications for academy direction	E
Excellent interpersonal skills with the ability to adapt to different stakeholders and purposes as necessary, including being 'outward facing' to ensure mutually beneficial partnerships for the school	E
Strong organisational, personal time management and planning skills	E
Ability to evaluate the impact of teaching and learning, assess the needs of individuals, provide feedback and thereby develop future planning	E

Personal Attributes

Essential / Desirable

An engaging, visible and credible leader with the ability to inspire pupils, parents, staff and stakeholders to progress and achieve the vision for the school, wider trust and all children	E
Passionate about providing an effective, high quality and aspirational learning environment appropriate to the needs and abilities of all pupils	E
Proven track record as an excellent teacher	E
Clear vision and leadership skills: ability to lead and manage people as individuals and to develop the common goals of a team. Able to challenge, motivate and inspire others.	E
Ability to cope with the pressures of a demanding management position	E
High levels of adaptability and flexibility	E
Commitment to safeguarding and promoting the welfare of children and young people	E

How to join us

To apply for this opportunity to join DEMAT as our Headteacher of Alconbury Weald Church Academy please visit www.demat.org.uk/recruitment

Applications can be made via My New Term and should make reference to the job description and person specification.

Getting in touch

Please contact the Recruitment Team via recruitment@demat.org.uk to coordinate a conversation with a member of the Central Leadership Team.

You can find further information on our Trust by visiting our website: www.demat.org.uk.

Our recruitment approach

The Diocese of Ely Multi-Academy Trust (DEMAT) is an equal opportunities employer and employs suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. Any appointments will be subject to satisfactory references, an enhanced DBS check and medical check.



01353 656760

www.demat.org.uk

DEMAT Office Address:
Grace Building, 8 High Street Ely,
Cambridgeshire, CB7 4JU

The Diocese of Ely
Multi-Academy Trust (DEMAT)

Creating the foundations to build successful futures

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