



focus-trust
● ● ● ●

Candidate Information Pack



Our Boothroyd Values

Honesty **Excellence** **Aspiration** **Respect** **Teamwork**



Welcome from Mrs Helen Rowland, CEO, Focus Trust

Dear Applicant,

Thank you for taking an interest in the Principal vacancy at Boothroyd Primary Academy. Following a national recruitment, Matt Birkett, Principal, will be joining our Central Team from September as our Education Director.

We therefore have a fantastic opportunity for an exceptional and talented leader to join Focus-Trust, as successor to Matt Birkett, who has overseen a significant trajectory of improvement, whilst at Boothroyd. The successful candidate must have a strong drive and ambition to make a positive difference to children's lives and who will continually improve the school in all areas.

We are very proud to have had Boothroyd as part of our Focus-Trust family since 2013. Boothroyd has, and continues to be, a valuable partner in our growth and development as a trust of fifteen primary schools.

Boothroyd is an exciting place to work with wonderful children and supportive families. It truly is a great school at the heart of our Boothroyd community.

Our passionate staff team have a strong moral purpose to provide all our children with an ambitious education and do their utmost to support all children.

The local governing board are extremely knowledgeable about the strengths and next steps for the school and are true partners in leading the school forward with the Principal and Trust.

We hope that you will find this information pack helpful in finding out more about this post.

You are very welcome to make an appointment to visit the school and meet with our current Principal, Matt Birkett. Please contact Lisa Lynch, Academy Business Manager on 01924 562425 to make an appointment.

If you would like a further conversation with me about any aspect of this post or about working as part of Focus-Trust, please contact Janet Berry who will arrange a telephone call (07867 423870).

Please contact us if you require any further information.

To find out more about Focus-Trust please visit <https://www.focus-trust.co.uk/>

Please return all completed documents via the My New Term Platform by Friday 5 June at noon.



Welcome from Tracey Thornton, Chair of Governors

Dear Applicant,

Thank you for taking the time to consider applying for the role of Principal at Boothroyd Primary Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little about myself and Boothroyd...

My whole career has been in education, including being head teacher at several different schools in several different local authorities, spanning the country. I feel that my accumulated experience, knowledge and wisdom serve me well in fulfilling my role as Chair of Governors to ensure the best possible outcomes for all at Boothroyd.

I am still working in education, now using my passion for coaching to support the development of individuals and organisations, I currently work as an Independent Education Coach and Consultant offering bespoke support in all aspects of School Improvement. In addition to my work in education, I am a qualified yoga teacher. I enjoy socialising with friends and family, theatre trips, travel and walking my crazy black Labrador.

Boothroyd Primary Academy became an academy in October 2013 and is part of Focus-Trust, which is a multi-academy chain of 15 primary academies. The school is in North Kirklees, half a mile from Dewsbury town centre in an area of significant socio-economic deprivation. It is a larger than average primary school of with approx. 600 pupils on roll, including nursery pupils. The very large majority of pupils are of Asian or Asian British Pakistani heritage. The proportion of pupils who speak English as an additional language is well above the national average as is those who are eligible for support through the additional pupil premium funding.

The school has a dedicated staff team who work hard to educate our children and address any barriers to learning. Boothroyd is a warm, friendly place where children receive a high level of educational and pastoral support. The staff are skilled in managing the many challenges the children face and the pupils are an absolute delight. We all work hard to improve outcomes for pupils and ensure everyone can shine brightly and achieve their full potential. As a Governing body, we focus on quality of education and standards and enjoy completing evidence trails in school to ensure what we hear in meetings is having impact in the classroom.

As a school we can offer you:

- Children who are keen to learn.
- Outstanding opportunities for professional development and career progression.
- A superb support network as part of the wider Focus-Trust MAT to help develop the potential of teachers earlier on in their careers.
- Opportunities to help develop teaching and learning through school and the wider Trust.
- Opportunity to be able to shape the curriculum to develop pupils' knowledge and understanding across school.
- Wellbeing support and access to Kirklees Occupational Health Schemes.

I hope I have given you a flavour of Boothroyd Primary Academy. We are a very supportive governing body with high expectations for our young people and staff, and hope that you feel encouraged to apply for the above post.

Kind regards

Tracey Thornton

Chair of Governors

Academy details

Address	Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE
Telephone	01924 562425
Email	boothroyd@focus-trust.co.uk
Website	www.Boothroydprimaryacademy.co.uk

Job Description

Job Family	Leadership
Job Title	Principal
Grade	LS 21 to LS 27
Accountable to	Chief Executive Officer, LGB, Board of Trustees
Line manager	Chief Executive Officer

Key Purpose

Provide consistently high-quality leadership and management which ensures continuing improvement and success with a focus on accelerating and sustaining pupil progress.

To play a leadership role in

- Formulating and modelling the aims and the objectives of the school and the improvement plan
- Establishing the policies and guidance through which objectives are to be achieved
- Managing staff and resources to achieve the objectives of the school and the improvement plan
- Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils
- Monitoring progress towards their achievement

Key relationships

- Children, parents and staff
- Local governing board
- Chief Executive and other members of the Focus-Trust team
- Other school Principals/Headteachers
- The directors and trustees
- Other local Schools and stakeholders

Key responsibilities

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Principal in order to realise the school's vision and outcomes of the school.

The key duties are set out under the following headings:

1. School culture
2. Teaching and learning
3. Curriculum and assessment
4. Behaviour
5. Additional and special education needs and disability.
6. Professional development
7. Organisational management
8. Continuous school improvement
9. Working in partnership
10. Governance and accountability
11. Child protection and safeguarding
12. Specific Responsibilities

1. School culture

- Establish and sustain the schools' ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Demonstrates and articulates high expectation and set stretching targets for the whole school
- Develop a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school's community and a safe, orderly and inclusive environment
- Work with staff to ensure a culture of high staff professionalism
- Ensure that the school reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.
- Ensure that monitoring takes account of different pupil groups and data is used to close gaps; ensuring equity for all pupils.

2. Teaching and learning

- Work with staff and school leaders to establish and sustain high-quality, expert teaching across all subjects and phases, built on an 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

3. Curriculum and assessment

- Work with school leaders to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Work with 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, particularly the use of systematic synthetic phonics.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Work with teachers and middle leaders to implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- Ensure the school 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 school 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 the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

- Work with staff to ensure they access high-quality, relevant 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.

7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Ensure staff are deployed and managed well with due attention paid to workload
- Work with organisational systems, processes and policies that enable the school to operate effectively and efficiently

8. Continuous school improvement

- Work with all staff to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's effectiveness, and identify priority areas for improvement
- Develop and understand appropriate evidence-informed strategies for school improvement.
- Work with all school leaders to implement effective improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the school to work successfully with other schools within the Trust and other organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across the Trust to improve educational outcomes for all pupils

10. Governance and accountability

- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Work with the school leaders to ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

11. Child protection and safeguarding

- Ensure that the school complies with all national and local safeguarding requirements.
- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

12. Specific Responsibilities:

In addition to the duties outlined above, the Principal will undertake the following specific responsibilities:

- Act as the designated strategic lead for inclusion, equality, diversity and belonging, ensuring that all groups of pupils achieve well and feel valued.
- Lead effective workforce planning, including recruitment, retention, succession planning and deployment of staff.
- Ensure effective pupil voice and parent voice systems that inform school improvement and decision making.
- Champion staff wellbeing and workload management, creating a culture of care, professionalism and accountability.

Ethics and professional conduct

All Focus Trust staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a career with the Trust.

All Staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the School, by:

- treating governors, pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an School environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the School and the Trust, and maintain high standards in their own attendance and punctuality.

All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the School and of the Focus-Trust.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Develop effective professional relationships with governors, colleagues and families knowing how and when to draw on advice and specialist support
- Undertake such additional duties as may reasonably be requested by the Chief Executive.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies of the Focus-Trust and school.
- Ensure that all statutory requirements are met.

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the school or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

Person specification

Key to assessment methods; A – Application form

I – Interview process

R – Reference

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	√		A
Graduate level qualification	√		A
Evidence of continuing and relevant professional development in school leadership and management		√	A
Skills and Experience			
Ability to actively lead and promote the values and vision of the school	√		A/I/R
Leadership experience across all Key Stages	√		A/I/R
Knowledge and understanding of effective strategies for supporting the learning needs of higher achieving children, children with Special Educational Needs and disabilities and disadvantaged children	√		A/I/R
Experience of working within a culturally diverse community		√	A/I
Experience of promoting a culture of children's rights	√		A/I/R
Strategic Direction and Development			
A thorough knowledge of the major curriculum issues, current educational development and legislation	√		A/I
Evidence of ambition and success for every child by setting and achieving challenging goals and targets bespoke to their needs	√		A/I
A strategic approach to school improvement	√		A/I/R
Experience of leading change effectively	√		A/I
Leading People and The Organisation			
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	√		A/I/R
Ability to lead and inspire staff, governors, pupils and parents in shared expectations, vision and values	√		A/I/R
The ability to lead and manage the school in a way that encourages the sharing of responsibilities and development of individuals.	√		A/I/R

About our School and Academy Boothroyd Vision, Values & Strategy

Our Boothroyd Strategy 2024 - 2026

Our vision: We empower all so we can all shine brightly

Our commitment: To work in partnership with families to ensure we provide the best opportunities for all children to thrive. To improve end of Key Stage outcomes and achievement across school.

Our five priorities:

Have strong partnerships with parents to support them with their child's learning and ensure attendance is good.

Building a learning culture with moral purpose by prioritising children's personal development.

Ensuring the highest quality education by embedding our pedagogical strategy and supporting children's lifelong learning.

Improving well-being of all by developing resilience through training and support.

Improving outcomes for all children in all subject areas.

Our Boothroyd HEART Values:

**HONESTY, EXCELLENCE, ASPIRATION,
RESPECT, TEAMWORK**

Who can help us achieve this?

600+ Children	100+ Staff
250+ Families	8+ Governors

Here at Boothroyd Primary Academy we aim to provide:

- A wide range of experiences to enhance learning through a rich broad and balanced curriculum
- Teaching that inspires and challenges
- A safe, bright, welcoming and happy environment in which to learn
- A warm welcome for all, working in, and with the whole school community to ensure success of our children
- Equal opportunity for each individual to succeed, and respect for differences
- Opportunity for children to express themselves creatively, to grow in confidence, and to fulfill their potential.

Furthermore, we aim to develop children and young adults who are:

- Honest, loyal and trustworthy
- Considerate, kind and tolerant
- Courageous, resilient and strong of character
- Loyal, loving and fair
- Aspirational and the best versions of themselves

We believe in education that is free to all and that:

- entitles all children to the same high standards and expectations
- is the responsibility of all – staff, parents and the wider community
- reflects the background and needs of our children, whilst instilling ambition and independence
- gives all children access to their learning and helps them to develop skills for life

We believe our children are growing up in a rapidly changing world. We will strive to prepare them for this by:

- developing their skills and interests in technological innovations that will enable them to take their place in a changing employment market
- ensuring that the values that our families currently hold dear are strengthened
- supporting them to play their part in combating global warming and encouraging them to use our natural resources carefully.

Our Curriculum

Learning experiences at Boothroyd Academy are rich and varied in order to expand the experiences of the children. Learning is planned for both in and out of the classroom, and will involve many visits to sites outside school, including Crow's Nest Park and local museums. The National Curriculum and the Early Years Foundation Stage Curriculum is delivered through themes chosen to fuel the imagination of the children.

Our Pupils

The school is a larger than average primary school of with approx. 600 pupils on roll, including nursery pupils. The very large majority of pupils are of Asian or Asian British Pakistani heritage. The proportion of pupils who speak English as an additional language is well above the national average as is those who are eligible for support through the additional pupil premium funding.

Our Staff

Our leadership team comprises the Principal, Deputy Principal, two Assistant Heads and two senior leaders (Senior Academy Business Manager/Pastoral Care Leader & DDSL). In addition to middle leaders, teachers and teaching assistants, we have a pastoral team who works with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, site, kitchen and lunchtime teams.

Our Facilities

Boothroyd Primary Academy is a bright and welcoming two-storey traditional construction that, in addition to classroom accommodation, has been extended and adapted from its original construction to provide:

- EYFS Unit and Nursery
- Stand-alone outside classroom containing full ICT Suite and Community Room
- Fully equipped music room
- School kitchen providing over 400 daily school meals which are cooked fresh on site
- Hall and gym with large screen/full surround sound technology
- Extensive school grounds/playing fields
- School Minibus
- Breakfast and after school provision

Our School Organisation

Our pupil admission number is 90 and there are three classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants and higher-level teaching assistants – the number of these is dependent upon needs within classes/year groups. There is also a 26 place Nursery within EYFS.

Our extra-curricular activities

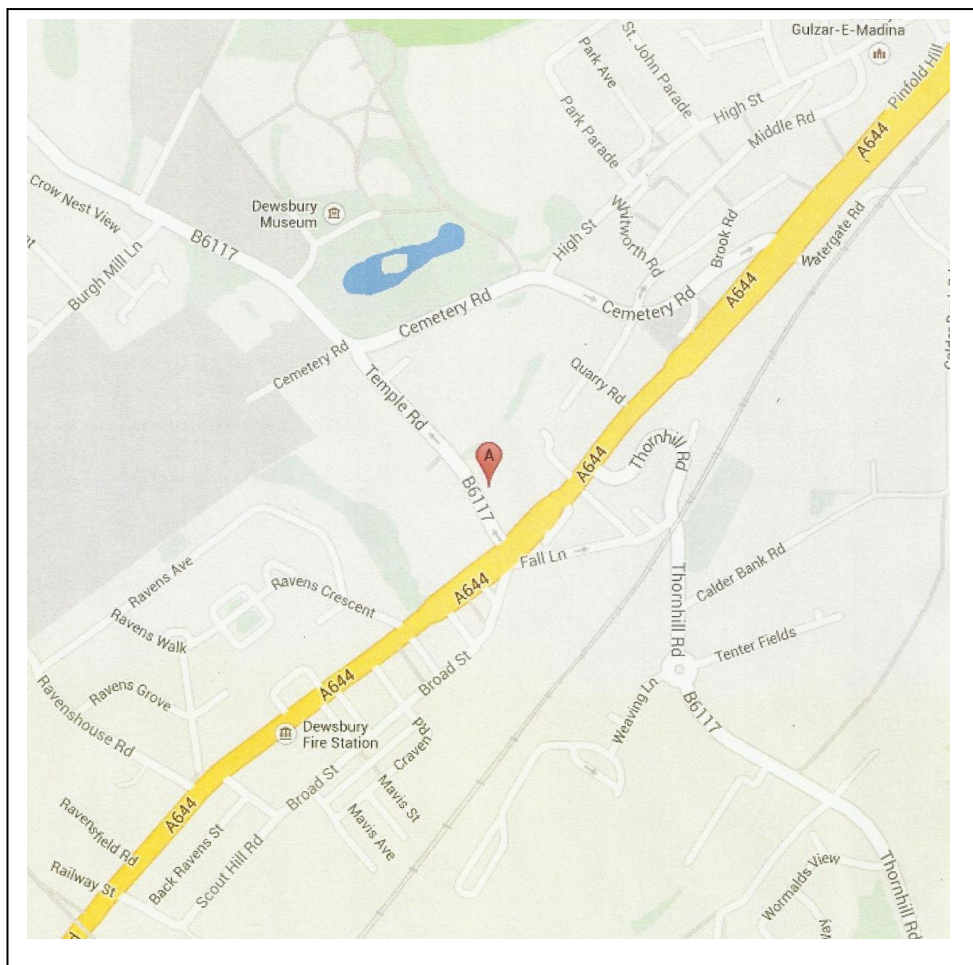
A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include football, choir, multi-skills, cooking, arts & crafts. Children also get opportunities to take part in inter-school sports and community events.

School Quick Facts

Academy Quick Facts	
Number of children	570
Number of teaching staff	30
Number of support staff	80
% FSM	41%
% SEN	14.2%
% EAL	82.71%

Our Geographical Area

We are situated in Westtown, Dewsbury about 1 mile from the town centre. The car park is accessed from Cemetery Road. In addition to our partner academies within Focus-Trust, we also work collaboratively with schools within the local Dewsbury Learning Partnership and with a range of secondary schools in the local area to which our pupils transfer at the end of Year 6.



What you might want to know about Focus Trust

Who are we?

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References and Social Media Checks

If you are shortlisted, we will take up references before the interview date, unless you state otherwise on your application form. However, two satisfactory references must be received before we can confirm any offer of an appointment. One of your referees must be your current or most recent employer. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record, and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies, or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, on-line presence checks will be undertaken if you are shortlisted. This check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence, which potentially could damage the organisation's reputation.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the named person on the advert, if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate, using no more than 2000 characters, your skills, knowledge and experience and give short examples. Describe how you match the requirements of the role; include experience gained from previous jobs, community, or voluntary work. Ensure that the information you give is well organised, relevant, and brief. You may find it helpful to use sub-headings to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website www.focus-trust.co.uk and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.