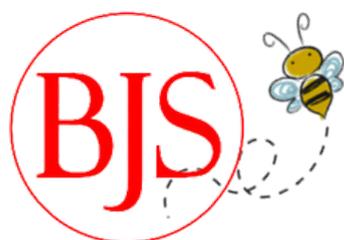


SHINE
ACADEMIES



Headteacher
Busill Jones Primary School
Candidate Information Pack



Message from the CEO



I am privileged to be the Chief Executive Officer of SHINE Academies. Having been part of the SHINE journey since its inception in January 2015, I am incredibly proud of the progress that has been made by all of our pupils, staff and stakeholders over the years.

Children only get one chance for their primary education. Whilst we all understand the importance of the core subjects, our pupils are much more than a numerical outcome. We strongly believe that all pupils should have an opportunity to find their niche and reach their potential in all areas. This is supported by a steadfast commitment to the arts and sport, as well as opportunities for exploring cultural capital making our pupils exceptional citizens. We have high expectations of our pupils and encourage them to have high aspirations – there should be no ceiling.

I am proud that our schools are recognised as inclusive environments for our pupils, and we pride ourselves on having skilled practitioners to support our diverse communities. Our family support team has broad expertise and the capacity to support our pupils and their families in many areas beyond the classroom, including mental health, bereavement and housing support. We offer a range of opportunities to our pupils, creating a high-quality educational experience, in a safe, creative and exciting learning environment.

I am proud that our schools maintain their own identity and characteristics, whilst joining a MAT that supports the strategy and school improvement journey, alongside the business elements of running an educational establishment, such as finance and HR. SHINE Academies has a mission to grow with likeminded schools joining our Trust, and whilst we have the capacity to support schools that need additional help in key areas, we are small enough to listen and work alongside our Headteachers to ensure support is tailored for their needs. All of our leaders recognise the need to evolve and take mitigated risks in order to ensure our pupils are ready for the challenges of secondary school and beyond.

Strong and robust governance is key to a successful MAT and I am lucky to work with some exceptional individuals who volunteer on our Member, Trust and Local Governing Boards. Each governance function aids the MAT delivery of its strategic objectives and ensures accountability of my role and that of other executive leaders within the MAT.

This is an exciting time to be part of SHINE Academies!



Busill Jones Primary School

Busill Jones Primary School is a welcoming, one-form entry primary school located in the heart of Bloxwich, proudly serving its local community. We are seeking an inspirational and committed Headteacher to lead our school into its next chapter and build on the strong foundations already in place.

At Busill Jones, we place great value on positive relationships and work closely with families, community partners and external agencies to ensure every child is supported to thrive.

Our pupils benefit from an engaging and varied curriculum, delivered by a dedicated and passionate staff team who go above and beyond to support children academically, socially and emotionally. Learning is enriched through a wide range of experiences, including educational visits, sporting events, performances and opportunities beyond the classroom that help our children to develop confidence and curiosity about the world around them.

We are fortunate to offer spacious classrooms and excellent outdoor learning environments, including well-stocked libraries, a sensory room, reading sheds, an outdoor classroom and a unique outdoor firepit. These facilities support high-quality teaching and learning and ensure there is something to inspire every child.



Our core values – **Be Positive, Be Respectful and Be Your Best** – underpin everything we do. They are lived daily by our pupils and staff and shape the inclusive, nurturing culture of the school. Our children leave Busill Jones as confident learners, equipped with the skills, values and self-belief to pursue their aspirations, knowing they will always be part of the Busill family.

About the Role

We are seeking an experienced and passionate school leader with a clear vision for primary education and a strong commitment to putting children at the heart of everything they do. The successful candidate will place pupils' wellbeing, achievement and personal development at the center of school life, valuing collaboration, community engagement and the importance of strong, positive relationships. They will be able to inspire, support and develop staff at all levels and will demonstrate a genuine commitment to living and promoting the school's values in their everyday leadership.

As Headteacher, you will provide strong, visible and inspirational leadership for pupils, staff and the wider school community. You will lead teaching and learning with a clear focus on high standards, inclusion and continuous improvement, while nurturing the school's positive, family-orientated culture. Working closely with SHINE Academies, the Local Governing Body and external partners, you will build on the school's many strengths and confidently lead its ongoing development and future success.

The full job description and person specification can be found at the end of this pack.



Key Information

Salary Scale: Leadership Scale, points L14 - L20 (£71,330 - £82,654 per annum)

Advert Closing Date: Friday 24th April 2026 at 12 noon

Interview Date: Wednesday 29th April 2026

Applications: Please use the following link to apply for this position: [Headteacher at Busill Jones Primary School](#)

We encourage candidates to arrange an informal conversation with SHINE Academies Chief Executive Officer, Gemma Draycott. To arrange an informal conversation or a visit to the School, please email gdraycott@shineacademies.co.uk

SHINE Academies

Busill Jones Primary School is part of SHINE Academies, a growing and values-led multi-academy trust. As part of SHINE, you will benefit from a strong central team, professional networks, and opportunities for collaboration and leadership development across the Trust.

In 2024, our stakeholders developed a new set of values and a vision for SHINE Academies. These values are our drivers for change within all of our schools, and underpin everything that we do within the trust. We demonstrate working **COLLABORATIVELY**, with **COURAGE** and **COMPASSION** – we support staff and stakeholders to take calculated risks but always remember that children must be at the heart of everything that we do.

No matter the challenge, **SHINE** works **collaboratively** with **courage** and **compassion**, creating a child centered community

We launched our new values at our first Trust Collaboration Day in September 2024, which saw all our schools come together for the first time.

SHINE Academies Trust
Collaboration Day
4th September 2024



Click [here](#) to watch our values video

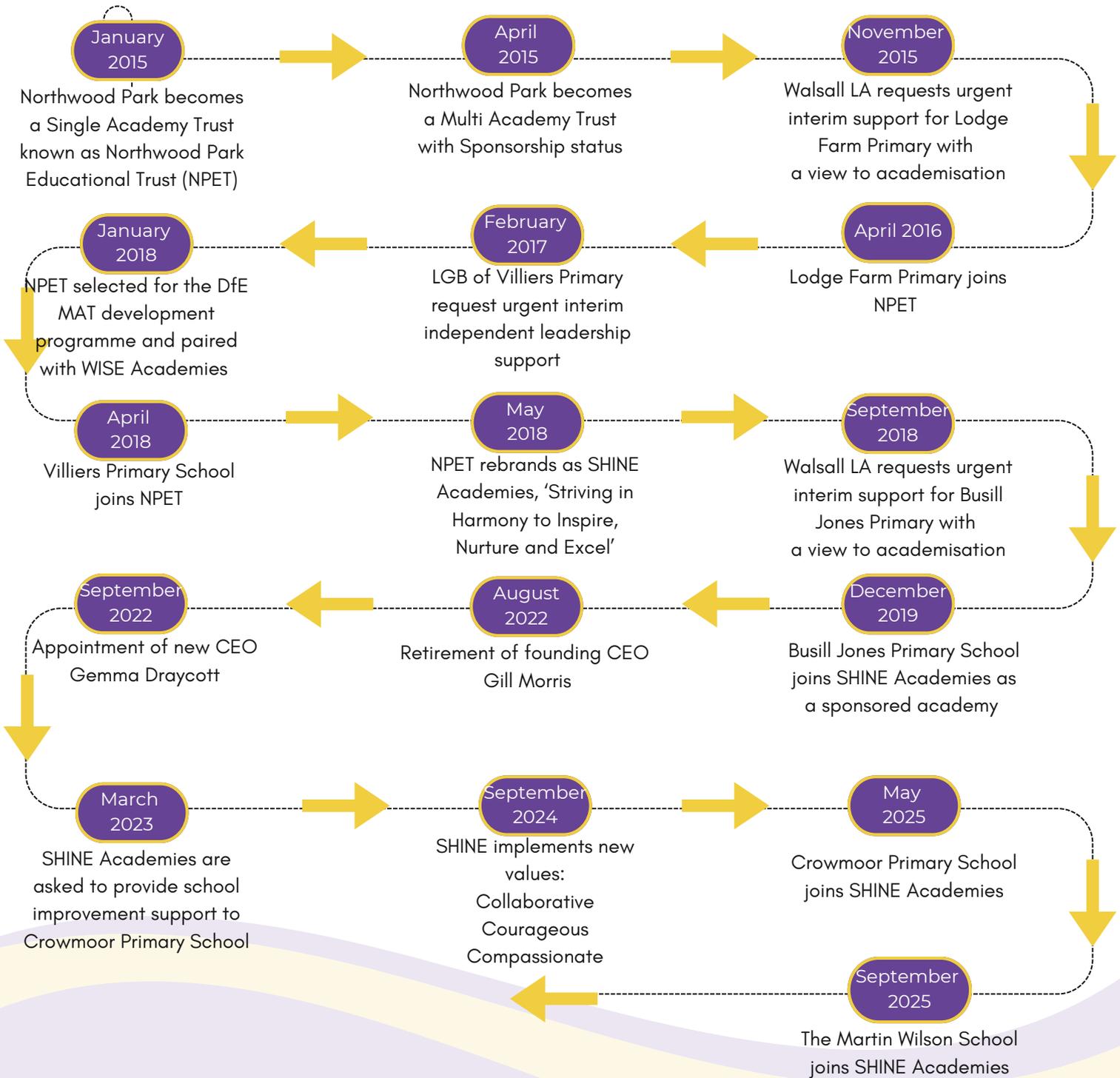
SHINE Academies

Our most recent Trust Day, held on 5th January 2026, focused on our value of Courage. We were inspired by guest speakers Diana Osagie, Stephanie Davies and Matthew Holt, and also heard powerful personal stories from colleagues across the Trust who shared their own experiences of courage. The day also marked a special milestone as we hosted our first-ever SHINE Staff Awards.



We look forward to sharing details of our next Trust Day very soon.

Our Journey So Far



Our Schools

The Trust currently comprises of six schools: Northwood Park Primary School in Bushbury, Lodge Farm Primary School in Willenhall, Villiers Primary School in Bilston, Busill Jones Primary School in Bloxwich, Crowmoor Primary School in Shropshire and The Martin Wilson School in Shropshire. All our schools are large, and therefore progression opportunities are plentiful.

All our schools across SHINE Academies work collaboratively and to the same ethos. Our executive leadership, middle management teams, trust board, and local governing body are compassionate and supportive. Our talented, enthusiastic, and caring pupils are at the center of all that we do, and our staff are proud to be part of the SHINE family.

We recruit highly talented individuals for our schools, which are led by exceptionally talented Headteachers and their teams, who demonstrate a dedication, enthusiasm and commitment to their local community. We recognise talent and develop our staff to be the very best they can be through an intense internal and external CPD programme of support. Our staff and leaders refer to being part of an extended family.

We are proud of our SHINE family of Schools



Employee Benefits

We offer a range of employee benefits, including:



Excellent CPD Opportunities

**One term time wellbeing day
per year**



**Lifestyle & Shopping
Discounts**

**Employee Assistance
Programme**



**Generous Occupational
Pension Schemes**



Your Award-Winning Employee Benefits Provider



Working for SHINE Academies you will have access to our employee benefits platform in partnership with Vivup, a leading and award-winning employee benefits provider



24/7 counselling support, options include telephone, virtual and face to face counselling sessions

Online GP with video and telephone consultation options

Access to health and wellbeing resources such as recipes, podcasts & health assessments

Job description – Headteacher

| | |
|--|---|
| Pay Range: | L14 – L20 |
| Responsible for: | Deputy Headteacher, School Staff |
| Responsible to: | Chief Executive Officer |
| Overall purpose of the role | |
| <p>The Headteacher is responsible for managing the daily operation of the school, the supervision of all pupils and staff, and the school premises.</p> <p>They provide the day-to-day direction and leadership that represents a consistent and effective model of integrity, excellence, collaboration and accountability.</p> | |
| Specific responsibilities | |
| Professional Duties | |
| <ul style="list-style-type: none">• Promote the Trust’s vision, values and ethos to pupils, staff governors, parents and the wider community• Create a shared learning culture and positive climate through distribution of leadership through teams and individuals, working across the Trust as appropriate.• Translate the vision into agreed objectives and operational plans for the Trust and across each school.• Develop a Partnership ethos with the other Heads of schools within the trust, which enables everyone to work collaboratively.• Ensure individual staff accountabilities are clearly defined, understood and communicated.• Ensure compliance at every level with school policies and procedures.• Ensure every child has access to high quality teaching and learning, in a safe and stimulating learning environment• Create and promote positive strategies for challenging inequality and prejudices.• Ensure a range of community-based learning experiences are available.• Actively promote community cohesion and the extended services, working with other parties as appropriate.• Create and maintain effective relationships with parents to support and improve pupils’ achievements and personal development.• Build a school culture that takes account of the richness and diversity within the School’s community.• Actively promote the schools as centres of excellence for education and families in the local community.• Collaborate with other agencies to ensure pupil and community needs are met.• Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities. | |
| Leadership and Management | |
| <ul style="list-style-type: none">• Effectively manage the school on a day to day basis, being responsible for the overall operation of all school events, day to day human resources issues, and school premises and facilities.• Recruit, retain and deploy staff appropriately within own School, and with Heads of schools within the Trust to identify development opportunities across the Trust.• Develop effective relationships and communications with parents and the local community which underpin a professional learning community that enables everyone in the school to achieve.• Create an inspiring professional environment consistent with the Trust’s and each school’s values and aspirations.• Provide effective organisation and management for each school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.• Work within the Schools’ Finance policy to manage the schools’ financial resources effectively and efficiently to achieve the schools’ educational goals and priorities.• Use and integrate a range of technologies effectively and efficiently to manage the schools.• Manage and organise accommodation efficiently and effectively to ensure that all school buildings meet the needs of the curriculum and health and safety regulations. | |

| |
|---|
| <ul style="list-style-type: none"> • Develop and oversee all extra-curricular activities to achieve a varied offer for extended provision in the school. |
| <ul style="list-style-type: none"> • Monitor, support, and guide the activities of parent volunteer groups designed to escalate parent support in identifying and supplementing the needs of the School, including approving all fundraising activities. |
| <ul style="list-style-type: none"> • Review the impact of policies, priorities and targets of the Trust, and Local Governing Boards as appropriate. |
| <ul style="list-style-type: none"> • Implement established school policies and collaboratively review and make recommendations for change to the Local Governing Boards/Trustees. Ensure evidence-based improvement plans promote continuous school development linked to each school's Self-Evaluation. |
| <p>Keep the Associate Headteacher fully informed of any critical need, if it affects the smooth operation of the school and the educational experience of the pupils.</p> |
| <p>Teaching and Learning</p> |
| <ul style="list-style-type: none"> • Drive a continuous and consistent Trust-wide focus on pupils' achievement, using data and benchmarks to monitor progress. |
| <ul style="list-style-type: none"> • Establish creative, responsive and effective approaches to learning and teaching through the leadership of Continual Professional Development. |
| <p>Provide leadership to the curriculum planning process, designed and intended to assure the School's ability to provide a sound, relevant, and innovative educational experience for all pupils.</p> |
| <ul style="list-style-type: none"> • Monitor, evaluate and review each school's practice and promote improvement strategies. |
| <ul style="list-style-type: none"> • Effectively and confidently tackle under performance at all levels. |
| <ul style="list-style-type: none"> • Create a culture and ethos of challenge and support where all pupils can achieve and become engaged in their own learning. |
| <ul style="list-style-type: none"> • Show involvement in the daily life and activities of pupils by personally recognising their achievements and sharing in their successes as well as their problems and concerns. |
| <ul style="list-style-type: none"> • Maintain and further develop an organisation in which all staff recognise that they are accountable for the success of the school. |
| <ul style="list-style-type: none"> • Ensure provision for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of pupils. |
| <p>Other duties & responsibilities</p> |
| <p>Safeguarding</p> |
| <ul style="list-style-type: none"> • To have due regard for safeguarding and promoting the welfare of children, and to follow the child protection procedures adopted by the schools. • Act as school Designated Safeguarding Lead |
| <p>General</p> |
| <ul style="list-style-type: none"> • To ensure compliance with the schools' Health and Safety policies and the Health and Safety at Work Act (1974) in all premises and sites controlled by the schools. |
| <ul style="list-style-type: none"> • To ensure that all responsibilities under the Data Protection Act 1984 for the security, accuracy and significance of personal data held on paper or electronic systems are complied with. |
| <ul style="list-style-type: none"> • In addition, the Headteacher performs and/or directs all other duties as, from time to time, may be assigned by Chief Executive Officer |

| Person Specification | | | |
|---|-----------|-----------|--|
| | Essential | Desirable | MOA (Docs, App form, Interview) |
| Education | | | |
| Educated to degree level or equivalent | √ | | A, D |
| QTS | √ | | A, D |
| Evidence of relevant continuing professional development. | √ | | A, D |
| Knowledge & Experience | | | |
| Experience as a member of a Middle or Senior Management Team. | √ | | A R |
| Experience and/or knowledge of school models and structures. | √ | | I |
| Knowledge and experience of school finances. | | √ | I |
| Current and relevant knowledge of school improvement processes. | √ | | A I |
| Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision | √ | | A I |
| Knowledge and experience of using a range of performance management systems to effectively manage and motivate staff. Has experience of working collaboratively with other schools or communities to improve outcomes. Experience of how to develop learning pedagogy through CPD, systems and learning environments. | √ | √ | I, A |
| Experience of having contributed to policy formulation, implementation, evaluation and review. | √ | √ | I |
| An outstanding teacher. | | | I |
| Shows a commitment to a multi-agency approach for the well-being of pupils and their families | √ | | I, D, A |
| Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress Has experience of curriculum design and management Demonstrates personal enthusiasm for teaching and learning and is an | √ | | I |
| outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard | √ | | I |
| A strategic view of school improvement | | | I |
| An ability to identify leadership potential in others. To be able to foster and develop this through the creation of creative pathways so that the school benefits from their development. An understanding of effective school safeguarding measures. | √ | √ | A I |
| | √ | | I |
| Skills and Abilities | | | |
| Able to prioritise, plan and organise own workload and that of others | √ | | I |
| Displays the ability to think creatively to anticipate and solve problems | √ | | I |
| Able to identify, establish and sustain appropriate management structures and systems. | √ | | I |
| Has experience of giving effective feedback to improve the performance of others. | √ | | I |
| Has experience of dealing with conflict and managing challenging situations. | √ | | I |
| The ability to create a united, committed and highly effective staff team. | √ | | I |
| Understands the relationship between managing performance, professional development and school improvement | √ | | I |
| An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence. | √ | | I |

| | | | |
|--|---|---|------|
| The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance. The ability to develop the leadership skills of others as well as to learn from others. | √ | | I |
| | √ | | I |
| Strong interpersonal, written and oral communication skills. | √ | | A I |
| Strong organisational and time-management skills and the ability to delegate appropriately. | √ | | I |
| The ability to skilfully manage and maintain effective working relationships with parents, governors, community members, external agencies and other stakeholders. | √ | | I |
| The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop. | √ | | I |
| Commercial understanding and acumen. | | √ | I |
| The ability to work well under pressure and manage conflicting demands. | √ | | I |
| | | | |
| Beliefs attitudes and personal attributes | | | |
| Confidence and self-motivation. | √ | | I |
| Optimistic, enthusiastic and flexible. | √ | | I |
| Demonstrates high expectations for self and others | √ | | I |
| Committed and passionate. | √ | | A, I |
| Values diversity and equality. | √ | | I |
| A good listener, able to communicate effectively and concisely | √ | | I |
| Goal focussed, but willing to adapt to and develop a deep understanding of people and context. | √ | | I |
| | | | |
| Other | | | |
| This post is subject to an enhanced Criminal Records Bureau disclosure. | √ | | D |
| The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity. | √ | | I |