



Job Application Pack

Headteacher

The King John School



ZENITH
MULTI ACADEMY
TRUST

The Vacancy

General Information

The following information is provided to assist staff joining the Trust to understand and appreciate the work, content of the post and the role they are to play in the organisation. Whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have been used which assume all the usual associated routines.

Headteacher Required: September 2021 Leadership Pay Range (Group 8 School, salary range £81,941 - £117,197)

Innovation, Creativity, Ambition and Excellence are at our core

If you have the vision and ambition, we can offer an unparalleled opportunity to lead our school in its development as a dynamic learning community.

This is an exciting opportunity for an ambitious and inspirational Headteacher who is seeking a new challenge and wished to join a dynamic and supportive MAT. The Zenith Multi Academy Trust was established in 2017 and currently consists of three secondary academies, one primary academy and Zenith Minds Centre.

As a Headteacher within our MAT you will be given freedom to lead and the support to improve your school, as a trust we believe in giving leaders the autonomy to create their own vision for the school whilst holding them to account for standards and outcomes. The Trust has a strong reputation of supporting their Headteachers.

The King John School in Benfleet is a heavily oversubscribed 11-18 mixed comprehensive of over 2000 students, of which approximately 430 are in the sixth form. The school is exceptionally proud of the achievements of our students and the ethos of the school. Our results are consistently strong and over 79% of our students achieved a standard pass in English and mathematics at GCSE (Grade 4 or above) in 2020.

Our A-level results have been exemplary, with over 68% of year 13 students gaining A* - B grades in all of their subjects. We are in the top 15% of the country for A-level outcomes.

Currently the school is on an improvement journey, we are looking for a Headteacher who is inspired by high achievements and see this as an opportunity to take us to greater successes.

Our school is a dynamic learning environment where all students are encouraged to aspire towards their very best. We are growing and our reputation in the local area is attracting an increasing number of external students to the sixth form who wish to continue their studies with us. We challenge our students to achieve ambitious goals and to never settle for second best.

We can offer you:

- A dedicated hardworking team of staff
- A large and skilled senior team
- A healthy and well managed budget
- The opportunity to work closely with our talented Headteachers and CEO
- Supportive Trustees and Governors
- The opportunity to develop as an effective leader and take on a high profile role within a highly effective multi academy trust

You will need to be an experienced senior leader who:

- Provides a safe environment for students
- Can lead the school to secure improvement
- Has a proven track record of achieving high standards for students
- Motivates and inspires students, staff and parents
- Achieves challenging targets, high standards of behaviour, progress and attainment across and beyond the school
- Commits to working collaboratively with colleagues, students and the community.

We encourage you to visit us and we hope that you will be excited by the opportunities we have to offer: our positive, innovative atmosphere, our excellent and committed staff and out engaged students.

For further information please contact Leigh Christensen, Director of HR: leighch@zmat.co.uk

Zenith Multi Academy Trust is committed to safeguarding the welfare of young people and expects all staff and volunteers to share this commitment. This post will be subject to full employment checks, including an enhanced disclosure from the Disclosure and Barring Service.

The King John School is a Zenith Multi Academy Trust school as part of Zenith Multi Academy Trust

Vision & Ethos

The Trust was set up in December 2017. As a Multi Academy Trust we are fully committed to excellence in all MAT pillars: governance, education and business operations.

Zenith understands that the future of the education system relies upon schools/academies and MATs working closely together to share best practice, improving each students' life chances and increasing the capacity of the MAT's role to enhance social mobility.

We work with our growing family of local primary, secondary and teaching schools whilst collaborating with other MATs to make this vision a reality.

We endeavour to:

- Provide a quality educational experience for all;
- Build more flexible capacity to improve standards faster for local children;
- Work inclusively within our communities embracing the varied localities we serve within our articulated values;
- Be supportive, share expertise, whilst working collaboratively holding each other to account;
- Develop the very best leaders of tomorrow on improving education and transforming lives;
- Ensuring that pre-conditions that enable students to learn are identified and addressed.
- Provide a coordinated approach to safeguarding, whereby schools fulfil their responsibility effectively. Ensuring all professionals' approach to safeguarding is child-centred.

Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Applications

To apply for the role please download the application form from the vacancy page on <https://www.zenithmultiacademytrust.co.uk/vacancies/>, completed applications should be submitted to leighch@zmat.co.uk. CV's will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application.

It is essential that all applications include a covering letter detailing how you meet the person specification. This must no more than 2 sides of A4 with font size 12 or greater.

CVs alone or CVs submitted via agencies will not be accepted. Applications received after the closing date will not be considered.

Closing Date: Midday Wednesday 3rd February 2021

Interview Date: 10th & 11th February 2021

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitment@zmat.co.uk or telephone 01702 426707.

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from the HR Department within two weeks of the deadline, please assume that on this occasion your application has unfortunately not been successful.

We look forward to receiving your application.

Welcome from the CEO



Dr Margaret Wilson CBE

We are a South East Essex Multi Academy Trust, currently comprising three secondary schools and one primary school: The King John School in Benfleet, The James Hornsby School in Basildon, Castle View School in Canvey Island and Laindon Park Primary School and Nursery in Basildon.

We have created a unique bespoke initiative to support young people with complex needs who are facing tough circumstances and/or personal problems – Zenith Minds. It is a MAT wide provision that offers child centred support tailored to each individual. This support includes educational psychologists, family liaison specialists and counselling services.

As a member of staff within the Trust you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You will become a valued member of a small group of schools.

The Trust's core aim is to ensure that we enhance the life chances of all the young people within the Trust to enable them to fulfil their potential and achieve the best possible outcomes. This is at the heart of everything we do.

Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement and would like to be part of our vision to provide excellence in education, we would like to hear from you.

In return we can offer you:

- A friendly trust which looks after the wellbeing of all its staff
- High performing school settings with excellent facilities
- Access to high quality and bespoke CPD across the trust
- A supportive and positive induction programme
- The opportunity to develop your career with and across the Trust Schools

Staff Wellbeing

The Trust is committed to providing a working environment and management practices that promote good health and wellbeing of all its employees. The Board of Trustees' 'duty of care' towards employees, legislation and case law, require them to manage and safeguard the physical and psychological well-being of the Trust's employees, the Trust has adopted:

- The attendance management policy and procedure for staff which provides a framework with clear milestones enabling managers to effectively manage attendance;
- The health and safety policy which provides a framework for, and measurement of, safe places to work; and
- The staff wellbeing policy which focuses on obligations supporting staff's health and wellbeing.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that our diverse and brilliant young people deserve.

Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice.

Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
- Access to Benenden Healthcare rewards and discounts scheme
- Generous Teachers' Pension and Local Government Pensions
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum
- Free access to on-site gym facilities
- Eye sight tests
- On-site free medical health checks
- On-site flu jab clinics
- Discounted external gym memberships

The Schools of Zenith Multi Academy Trust



**THE
KING JOHN
SCHOOL**

A QUALITY EDUCATION FOR ALL

The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 54% of students achieving A*, A or B. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships and employment.



Laindon Park is a small school located in a rural unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Mrs Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

As Ofsted said about them "pupils are happy and enjoy school". The school is always aiming to improve, not only the education that they provide to pupils but also the services and goods that they provide to the local community. Their SAT results are consistently good and put them in the top 4% of primary schools in the country.



Castle View School

Pursue Excellence | Be The Best

Mr Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring and confident individual who plays a part in their community, and has the skills and mindset to contribute positively to our wider society. The headteacher would warmly welcome you to visit the school and discover what it is that makes Castle View School the right choice for you and your child.



The James Hornsby School

Together we excel

The James Hornsby School is a popular, oversubscribed school where students' very high attendance and attainment reflect their commitment to and enjoyment of school life.

Everyone is valued as an individual, and their students develop into confident, responsible and successful young people. Every member of the school is part of The James Hornsby family, and their motto is 'Together We Excel'. As such, they support one another and are passionate about achieving excellence and celebrating success.

As a parent of three young children himself the Headteacher, Mr Daniel Steel, leads the school through the eyes of a parent, with very high expectations and aspirations for his students. As a centre of learning, they aim to create outstanding, stimulating and life changing learning experiences.

"I began my teaching career at The King John School in July 2006, as a newly qualified English teacher. Right from the start, I felt that Dr Wilson was investing in my growth and development as both a teacher and a leader. The school recognised my specialisms, strengths and potential and within two years I was leading on Gifted & Talented across the school. From this initial area of responsibility, I moved into pastoral leadership under the mentorship of the senior leadership team. Through Zenith Multi-Academy Trust I was then able to gain my SLE accreditation and was promoted to Lead Practitioner with responsibility for initial teacher training. At this stage in my career, I was ready to step into a Leadership role. I was fortunate to gain a position as Assistant Headteacher at The James Hornsby School, and fortunate to be able to stay within the trust that has supported my progression from my first teaching role to a successful senior leader."

- **Assistant Headteacher, The James Hornsby School.**



The King John School



Laindon Park Primary School



The James Hornsby School



Castle View School

Job Description

Core Purpose

To effectively lead and manage the school, whilst working with the Chief Executive Officer, Zenith Multi Academy Trust Board, local governing body, senior leadership team and school staff, providing overall strategic leadership and securing its position as a centre of academic excellence . The headteacher will:

- lead, develop and support the direction, vision, values and priorities of the school and trust;
- develop, implement and evaluate the trusts/schools policies, practices and procedures;
- lead and manage teaching and learning throughout the school;
- ensure accurate school self-evaluation to inform school improvement planning;
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school;

The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.

Principle accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures;
- Sharing information, with other professionals;
- Assigning a designated professional lead for safeguarding;
- Operating safe recruitment practices;
- Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice;
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and all staff, and towards parents, trustees, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school and trusts visions and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the trust board, governing body, staff, pupils, parents and carers.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

The self-improving school system

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

Person Specification

Criteria		Essential	Desirable
Qualifications and experience			
1.	Qualified Teacher Status	✓	
2.	Good honours degree		✓
3.	Courses of further study relevant to secondary school leadership		✓
4.	Substantive experience as an effective leader at senior leadership team level in a school	✓	
5.	Significant experience at senior level in secondary education	✓	
6.	Proven track record of raising and sustaining educational standards	✓	
7.	Experience and understanding of effective performance management, ability to give and receive feedback and supporting the continuing professional development of staff	✓	
8.	Experience of teaching in all key stages KS3 – KS4	✓	
Shaping the future			
9.	Experience of leading OfSTED inspections and understanding of the latest Ofsted framework	✓	
10.	Articulate clear values and moral purpose with a focus on providing a world-class education for all pupil	✓	
11.	Create an outward-facing school which works with other schools both within and outside of the Multi Academy Trust and organisations to champion best practice and to improve the wider academic and social outcomes from all	✓	
12.	Recognise and build on the success of the school and formulate a vision for innovation and improvement	✓	
13.	Understand education and school systems locally, nationally and globally	✓	
14.	Enthusiasm, energy and commitment to the school's vision, with the ability and ambition to retain an 'outstanding' school	✓	
15.	Understand the wider education agenda, including national policies and education legislation	✓	
16.	Experience of successfully leading change with a high degree of political and financial awareness	✓	
17.	Ensure effective strategic financial planning and budgetary management to achieve best value	✓	
Leading Learning & Teaching			
18.	Display flair and rigour in the use of data to: set challenging targets; devise and oversee effective, innovative intervention strategies; and monitor outcomes to raise standards throughout the school	✓	
19.	Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel through setting challenging targets	✓	

20.	Establish an educational culture for sharing best practice within and between schools	✓	
21.	Identify emerging talents, mentoring current and aspiring leaders in a climate where excellence is the standard	✓	
22.	Rigorous understanding of School Improvement Planning	✓	
Developing Self and Working with Others			
23.	Foster an atmosphere within which all staff are motivated and supported to develop their own skill and subject knowledge, whilst allowing them to also support each other	✓	
24.	Be a rigorous self-evaluator, committed to development by continuously challenge educational orthodoxies to become a self-regulated and self-improving school	✓	
25.	Understanding the strategies of performance management, including distributive leadership and building teams to share accountability for goals and standards	✓	
Managing the Organisation			
26.	Experience of ensuring systems, organisation and processes are appropriate, efficient and reviewed to uphold the principles of transparency, integrity and probity.	✓	
27.	Resolving conflict at all levels	✓	
28.	Strategic thinking and demonstration of strategic leadership qualities and people management skills	✓	
29.	To deal effectively with underperformance in accordance with relevant policies and procedures	✓	
30.	Experience of strategic, curriculum-led planning to ensure equitable deployment of resources in the best interests of pupil achievements and school sustainability	✓	
Criteria			
31.	Effective analysis and interpretation of data to inform the School Improvement Plan and raise standards	✓	
32.	Continue to develop the organisation in which all staff recognise they are accountable for the success of the school	✓	
33.	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, governors, parents, and the local community	✓	
34.	Strong project management and presentation skills	✓	✓
35.	Awareness of relevant Health & Safety legislation to ensure compliance with latest Health & Safety policies		✓
36.	Develop and sustain a safe, secure and healthy school environment, ensuring an understanding of the legal issues related to managing a school	✓	
37.	Ability to manage the school efficiently and effectively on a day to day basis including HR and Finance	✓	

Securing Accountability			
38.	Experience of demanding ambitious standards for all pupils, overcoming disadvantage and advancing equality whilst instilling a strong sense of accountability in staff for the impact of their work on pupil progress and achievement	✓	
39.	Distribution of leadership throughout the school, forging teams of staff with distinct roles and responsibilities who are able to hold each other to account for their decision making	✓	
40.	Sustain ongoing improvement in results	✓	
41.	Reporting to Governors and Trustees in relation to statutory requirements	✓	
42.	Holding all staff to account for their professional conduct and practice	✓	
Strengthening Community			
43.	Inspire and influence stakeholders to believe in and support the importance of education in young people's lives and to promote the value of a quality education	✓	
44.	Be a visible and engaged member of the wider community	✓	
45.	Have a commitment to promoting community and business links with the school to widen the horizon of pupil experience	✓	
46.	Ability to recognise and build upon the school's excellent multi-agency links	✓	
Personal Qualities & Attributes			
47.	Lead by example with high professional standards	✓	
48.	Confidence and gravitas to celebrate success publicly, particularly in close partnership with feeder schools	✓	
49.	Energy, enthusiasm and dynamism	✓	
50.	Effective communication, organisational and presentation skills	✓	
51.	Stamina and resilience	✓	
Safeguarding Children			
52.	Commitment to safeguarding and promoting the welfare of pupils with up to date knowledge of Child Protection procedures	✓	

Testimonials

Working at King John for the past six years has provided me with a wide range of fantastic opportunities and wonderful experiences. I was encouraged to attend a middle leaders training programme provided by the trust which gave me the knowledge and confidence to be successful in a promotion to Director of English and media. I was also lucky enough to attend the media department trip to Hollywood with a group of KS4 students and was encouraged to organise my own trip to The Globe theatre for KS3 students.

- Director of Learning, The King John School

Working at the King John School is a privilege. Given the school's reputation I am very proud to be a part of the organisation and enjoy coming to work each day. As a school, King John promotes progression with leaders giving staff their full trust and support in professional development. During my time at King John I have been able to grow and flourish by being exposed to work across the school, within our trust schools also as part of the Benfleet Teaching Schools Alliance. Working at the King John School has certainly progressed my career.

- CPC Director, The King John School

Having worked within Zenith for a number of years I have been afforded so many opportunities to develop. I came to the school as a Head of year and after discussing my drive to be on the leadership team I was given extra responsibilities to ensure the progression was effective and that I was ready to interview for a role. With this in mind I was asked to lead on several faculties and drove the Equality and Diversity within my school. This then led to me being asked to join a school within the MAT to take on the role of associate assistant headteacher. I have now secured a permanent position in this school and couldn't have done it without the opportunities given to me by the Trust.

- Assistant Headteacher, The James Hornsby School

I started working at James Hornsby in January 2012 and began working here as a learning facilitator; almost eight years on and I am now currently the head of mathematics. In this time I have had the opportunity to complete many roles within the school. Working in the behaviour support unit, as an achievement officer and then as a maths instructor, while I was completing my maths degree at university. The leaders within the school identified my skill set and provided me with the support and guidance to move through these positions.

- Maths Teacher – The James Hornsby School

