



The Berkeley Academy

Headteacher Recruitment Pack

Required from September 2023



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Letter from Chair of Governors and CEO

Dear Applicant,

Thank you for the interest you have expressed in the Headship vacancy at The Berkeley Academy. The school is now looking for an ambitious leader to embed our ethos and build on the successes already made.

The Berkeley Academy is a two-form entry primary school with a Nursery, which prides itself on a family environment in which all children can feel secure and be known as individuals each with their own strengths, talents and special interests. Staff are hardworking and fully committed to the ethos, vision and values of the school. Our parent community has high expectations of us, and rightly so. Governors provide high levels of support and challenge, holding us to account for the quality of education on offer.

The Berkeley Academy is situated in a quiet, private residential area of Cheshire and has the benefit of substantial grounds, providing excellent educational and recreational opportunities for the pupils. The school was opened in 1969 and has well maintained buildings, which have been significantly extended over the years. The school provides classroom space for children between the ages of 2 – 11, with additional space for additional needs to be met for individuals or groups.

Chancery MAT

The Berkeley Academy chose to become an academy in 2015, and became part of Chancery Multi Academy Trust in 2019. We are building stronger mutual relationships so that all the schools benefit from supportive, constructive, and challenging interactions. For more information about Chancery please visit the Trust website which can be found [here](#).

We look forward to receiving your application.

Mrs G Barker

Chair of Governors

Mrs S.L. Gohr

CEO



Application and Selection Process and Schedule

The Local Governing Board of The Berkeley Academy are seeking a dedicated, self-motivated, inspirational, and talented Headteacher from September 2023 who will build on the hard work already undertaken.

In our school:

- Every child is known and cared for as an individual
- We offer an environment that nurtures a love of learning and challenges everyone to excel
- We develop individual talent and celebrate success in all aspects of school life
- Children and staff have high expectations and take pride in their achievements
- We have a staff team who are proud to work at the school and focus on providing excellent education and bringing out the best in each and every child

We are looking for applicants who have:

- A proven track record of successful and varied experience working in leadership
- The passion to focus relentlessly on what's best for every child within our school
- The ability to further develop excellent educational provision that results in outstanding outcomes
- A partnership focus, working collaboratively within our school and trust leadership team
- A commitment to strategic thinking and planning to ensure the best achievement for each child
- Values and ethos in line with our school and trust acting as a role model for all in our school community

We can offer you:

- A commitment to your own professional development through regular coaching and mentoring
- A caring and positive environment with motivated children and staff
- A supportive Governing Board and Trust Leadership Team

Salary L18-24 (£67,351 - £78,010)



Visits to the school are warmly welcomed and should be arranged by contacting Mrs Julie Richardson on jrichardson@chancerytrust.co.uk.

For further details and to complete the application form, please visit: <https://teaching-vacancies.service.gov.uk/jobs/headteacher-the-berkeley-academy-crewe-cheshire>

Please ensure your personal statement is no more than 1500 words.

Closing date: Wednesday 8th March 2023 at 12pm

Dates for Interviews: 27th and 28th March 2023



The Berkeley Academy Vision and Values (and links to Chancery)

Key School Information	
Vision	To equip all children with the skills and mindset to embrace lifelong learning, achieve personal best and advance their social, emotional and physical well-being.
Values	We care We are a team We do our best
Type of School	Primary School Part of Chancery Multi Academy Trust
Age Range	2-11 years
Location	Wistaston, Cheshire
Budget	In surplus
Leadership Structure	Headteacher, Deputy Headteacher, Core subject leaders are part of Senior Leadership Team and the SENDCO
Number of Teaching Staff	18 FTE teachers (Including Headteacher and Nursery) 3.1 x FTE HLTA 16.2 FTE Teaching Assistants (Including Nursery and SEND TA's)
Number on roll	408 (474 including Nursery)
Average class size	30
% of children with SEND	2.69% (EHCP) / 6.1% SEND Support
% of children on FSM	9.6%
% of children in receipt of Pupil Premium	11.8%
Entry level attainment	Broadly in line with national age-related expectations



Prior (validated) attainment

Progress in reading, writing and maths ?

Reading

Number of pupils = 57

Pupils with adjusted scores = 1

Progress score **-1.26**

Confidence interval
-2.9 to 0.4

Writing

Number of pupils = 57

Pupils with adjusted scores = 0

Progress score **-0.73**

Confidence interval
-2.3 to 0.8

Maths

Number of pupils = 57

Pupils with adjusted scores = 0

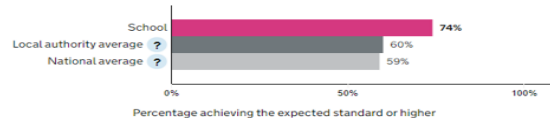
Progress score **-0.75**

Confidence interval
-2.3 to 0.8

Reading, writing and maths combined ?

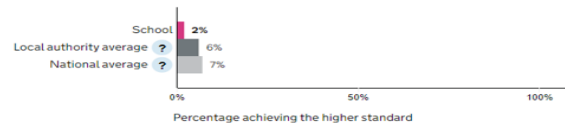
Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 57



Percentage of pupils achieving the higher standard ?

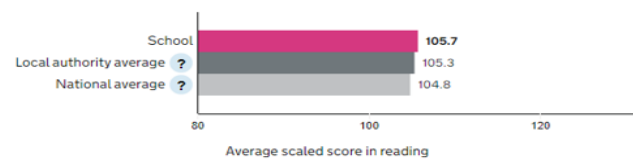
Number of pupils = 57



Average scaled score in:

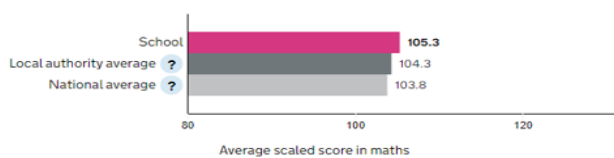
Reading ?

Number of pupils = 57



Maths ?

Number of pupils = 57



Other members of Chancery MAT

Elworth Hall Primary School, Elworth, Sandbach
Excalibur Primary School, Alsager
Pikemere School, Alsager
Willaston Primary Academy, Willaston

Latest Ofsted Report

[10087748-the-berkeley-academy-142235-final-pdf.pdf](https://www.ofsted.gov.uk/inspections/10087748-the-berkeley-academy-142235-final-pdf.pdf)
(primarysite-prod-sorted.s3.amazonaws.com)



Headteacher Role and Job Specification

The Headteacher is the leader of The Berkeley Academy.

Working with Governors and Chancery Central Team members, they are expected to uphold and demonstrate [The Seven Principles of Public Life](#) and fulfil the duties outlined in the [Headteacher Standards](#):

Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values^[footnote 3], including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen^[footnote 4]
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create 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 community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- 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

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective 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 in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- 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
- 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

Headteachers:

- 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^{[\[footnote 9\]](#)} and special educational needs and disabilities^{[\[footnote 10\]](#)} 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

Headteachers:

- ensure staff have access to high-quality, sustained 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
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding^[footnote 11], as part of the duty of care^[footnote 1]
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- 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
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Person Specification and Assessment Criteria

		Essential / Desirable
Qualifications	Qualified Teaching Status	E
	Evidence of ongoing commitment to continued professional development or further study over time	E
	School Leadership qualification e.g. MA, NPQEL, NPQH	D
Experience	To have Headship experience	E
	Experience of leading whole school initiatives which have had outstanding outcomes for children and staff	E
	Experience of working in all three primary phases – EYFS, KS1 and KS2	D
Safeguarding	Can demonstrate a thorough understanding of outstanding safeguarding practice	E
	Training in Designated Safeguarding Lead	D
Teaching and Learning	Evidence of excellent and creative classroom practice in the primary phase	E
	Demonstrate raising standards of teaching and learning across the curriculum	E
	Commitment to meeting the needs of all pupils, including those with SEND, high attainers and vulnerable groups	E
	A rich understanding of current pedagogical thinking	D
	Proven track record of leading rapid and sustainable school improvement	E
	Experience of carrying out regular and accurate self-evaluation and effective monitoring to inform and drive school improvement planning	E
	To be able to effectively use data, assessment and target setting to raise standards and address weaknesses	E
Leadership	Committed to upholding the vision and values of The Berkeley Academy and Chancery Trust	E



	<p>High expectations of self and others</p> <p>Experience and evidence of effectively managing performance and holding staff to account</p> <p>Understand the importance of, and ability to, work in partnership with all stakeholders</p> <p>Able to develop leadership skills and talent in others</p> <p>Lead and motivate staff, in a happy and supportive working environment in order to maximise performance</p> <p>An understanding of the importance of a healthy work-life balance for staff and leaders</p> <p>A good understanding of school finance management and planning</p> <p>Continue to build a climate of open communication where people feel able to express opinion and know their views will be respected</p> <p>Willingness to play a key role in the development of Chancery MAT priorities.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p>
Management	<p>Excellent ability to organise, prioritise and manage initiatives</p> <p>Ability to think imaginatively about the use of resources within the constraints of budget and health and safety legislation</p> <p>Experience of recruitment and effective deployment of staff</p> <p>An understanding of statutory responsibilities around equality, governance and compliance</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p>
Collaboration	<p>Able to work as part of a team, inspiring and empowering others to take the lead when appropriate</p> <p>Dedicated to spending time with children, staff and parents/carers, and being highly visible in and around school</p>	<p>E</p> <p>E</p>



	Experience of successful collaboration with external agencies and / or stakeholders	D
Personal Attributes	Prioritise and manage time appropriately, able to work under pressure and to deadlines	E
	Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances	E
	Be self-motivating and achieve challenging professional goals	E
	Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	E
	Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education	E



Safer Recruitment and Selection Policy Statement

The trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts. A copy of the school's Child Protection and Safeguarding policy can be found [here](#).

Chancery Trust is an equal opportunities employer.