



Headteacher Recruitment Pack

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Introduction



Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. Originating from successful school improvement and partnership work in Waltham Forest in East London, REAch2 now supports 62 primary academies across England and has plans for further growth. REAch2 was established with the explicit intention of working in some of the most challenging parts of the country. This focus remains and many REAch2 schools are in areas of deprivation – in cities, towns or in coastal areas.

The Trust is the cornerstone to our schools; a strong, responsible foundation from which every school develops, grows and flourishes. As a Trust we are committed to creating an inclusive culture where diversity and individuality are celebrated. Our culture strongly reflects our Touchstones—seven principles which make our academies unique: Learning, Leadership, Enjoyment, Inclusion, Inspiration, Responsibility and Integrity.

REAch2 is entering a new phase in its journey, and we are building on strong foundations. Only 17% of schools were rated as Good or Outstanding before they joined the Trust. Today this stands at 95% and we are proud of what we have achieved. In 2024, we achieved key stage 2 outcomes in line with national for the first time ever and we are determined to achieve well above and beyond this in the future.

In 2019 we introduced a cluster model, where schools were grouped geographically to facilitate increased collaboration. Each cluster is led and managed by a Deputy Director of Education. to ensure our Headteachers have a range of support and challenge to sustain and develop strong performance across our schools. The Headteachers within a Cluster will also work strategically as a group and enjoy close collaboration to benefit from expertise, support and opportunities.

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Introduction (cont.)



We now seek a new Headteacher to lead one of our schools and ensure REAch2 delivers the best educational outcomes and exceptional opportunities for the children we serve. They will promote excellence and innovation within and beyond their school into the community, to continue to build on our school's considerable strengths and remove barriers that inhibit access to equal educational opportunities.

The successful candidate will be passionate about primary education and be an outstanding, inspirational senior leader, with the drive and enthusiasm to lead the school towards higher achievements in its next chapter. They will have experience of motivating, challenging and empowering a school team of staff and governors, whilst able to organise workload, show flexibility and resilience and recognise the need for pastoral care for all members of the community of the school.

The successful candidate will be an outstanding classroom practitioner, a confident communicator, able to build effective relationships with a range of stakeholders and have a commitment to well-being and mental health.



Letter from Cathie Paine – CEO



Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education for its track record in raising standards and achieving excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from a small number of schools that require significant improvement through to a growing number of outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with their own unique character, whilst also ensuring a strong identity within REAch2 and an ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of innovation and collaboration, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you, then we would be delighted to receive your application.

Cathie Paine
Chief Executive, REAch2 Academy Trust

What is a Great School?



In deciding what a 'great school' looks like in this Trust, we have asked ourselves the simple question: what are our aspirations for all children? Our understanding of a 'great school' within the Trust has not been created as a new measure of effectiveness (we already have plenty of those). It is the expression of what we believe to be important for all our schools and children. It reflects the aspirations that all schools are working towards, regardless of where they are currently in their journey.

This description is not intended to be exhaustive, but by describing the guiding principles and core components, we can articulate what drives our 'great schools' strategy and what has informed the thinking both now and in the future.


A 'great school' is always aiming higher, committed to continually improving itself and others, and has children and families at the heart of everything it does.

'Great schools' understand the distinctiveness of their own community and have a clear vision of how it will improve children's life chances in this context. This is reflected in a highly effective curriculum that exceeds statutory requirements and promotes a love of learning. They also have strong parental engagement and community support and can demonstrate a meaningful and impactful contribution to the community.

'Great schools' have great teachers and staff supporting children. Within 'great schools', leaders are clear about how they improve and sustain high-quality teaching. They are clear about what they do so that when new teachers and staff join the school, they become highly effective as quickly as possible.

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What is a Great School? (cont.)



Leaders in 'great schools' are aspirational to be 'better than good'. They do not just settle for a 'good' OFSTED judgment as their ultimate goal, because their deeper motivation is to simply do the best for children. They are committed to achieving the highest possible outcomes over time and are successful in ensuring children experience a consistently high-quality education. This includes a commitment to developing and deepening consistent high-quality pedagogy and practice in essential areas, such as reading, adaptive teaching and 11 before 11.

'Great schools' aspire to achieve exceptionality in key aspects of practice and are willing to share this with other schools. They are committed to collaboration and mutual improvement with other schools, sharing the best that they have and learning from others, within a community of schools and learners. Our 'great schools' will be schools that make a difference because they recognise that they are genuinely stronger together than apart.

'Great schools' have a strong culture of safeguarding and have consistently effective safeguarding practice. They are schools where pupil voice is strong and makes a visible contribution to school life, with pupils feeling responsible and empowered as members of the school community. Children love coming to school!



REAch2 Summary

2023/24



20,845

Number of children



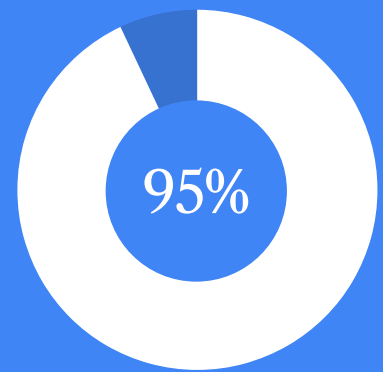
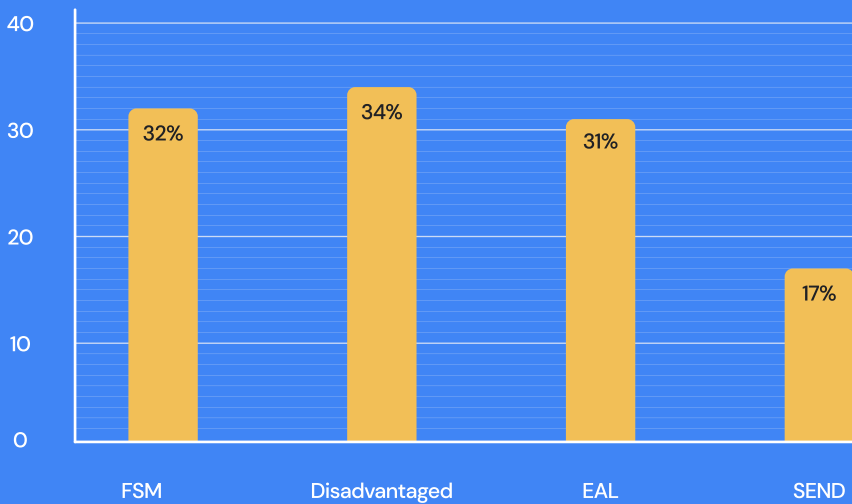
3000+

Staff



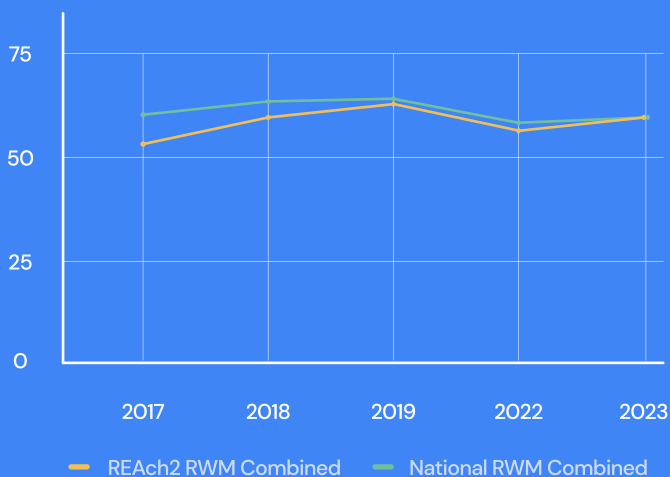
62

Schools and counting

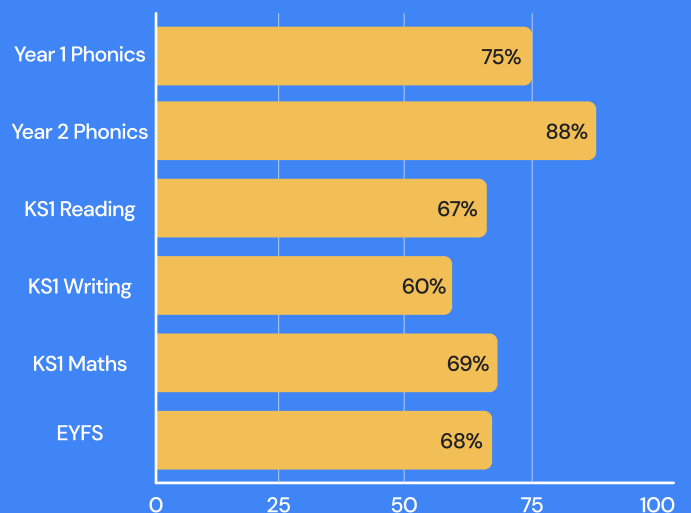


% of schools good or better rated by Ofsted:

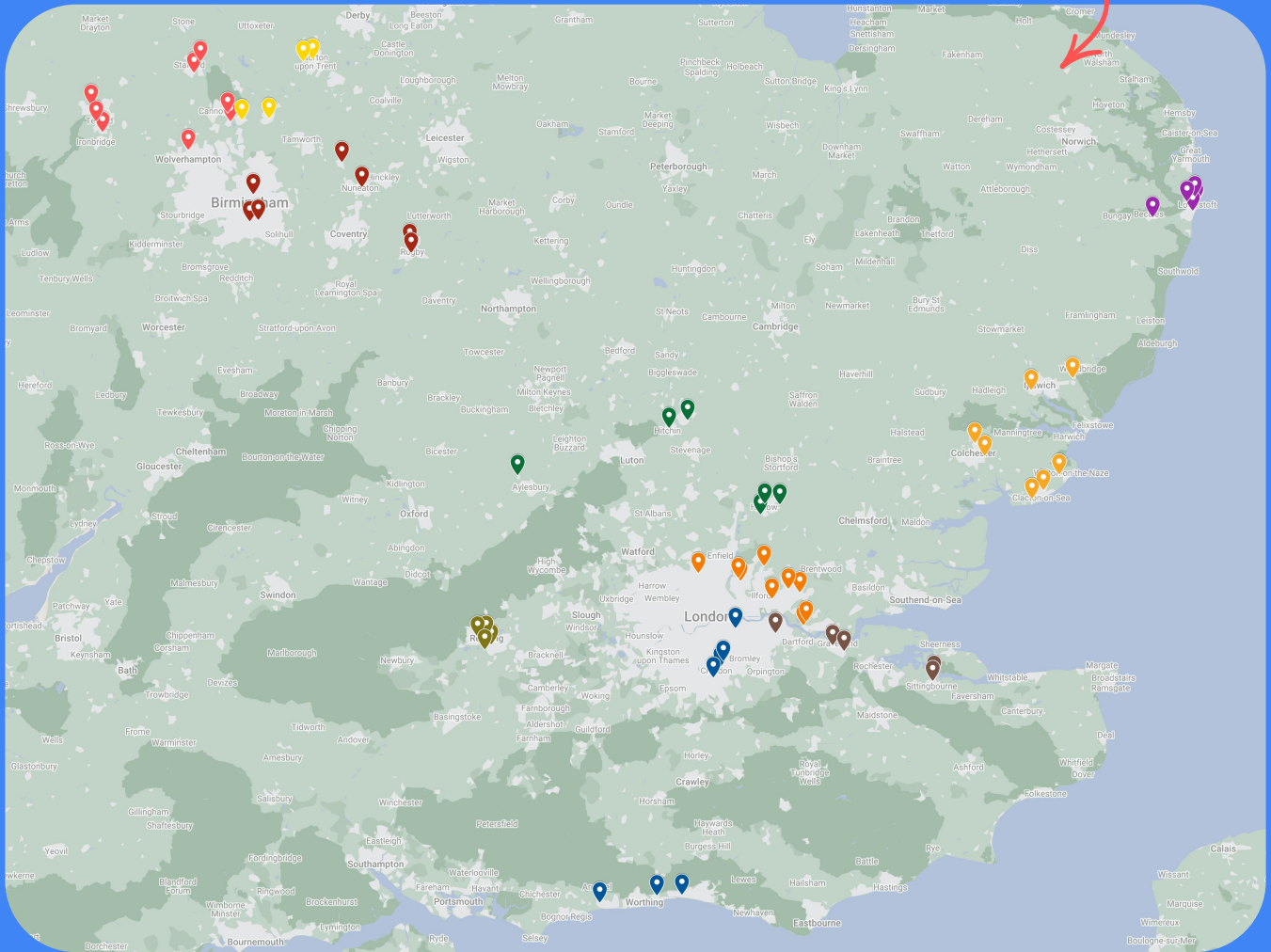
Year 6 RWM combined data



2023 KS1 and EYFS Results



REach2 Cluster Map



Cluster 1

- Apley Wood Primary Academy
- Aqueduct Primary Academy
- Norton Canes Primary Academy
- Heath Hayes Primary Academy
- Silkmore Primary Academy
- Veritas Primary Academy
- Lawley Village Academy
- Bushbury Lane Academy

Cluster 2

- Scientia Academy
- Springhill Primary Academy
- Five Spires Academy
- Henhurst Ridge Primary Academy

Cluster 3

- Riverside Academy
- Oakfield Primary Academy
- Racemeadow Primary Academy
- Moor Green Primary Academy
- Manor Park Primary Academy
- Springfield Primary Academy
- Lower Farm Academy

Cluster 4

- Garden City Academy
- Wilshire-Dacre Junior Academy
- Water Lane Primary Academy
- Pemberley Academy
- Newhall Primary Academy
- Green Ridge Primary Academy

Cluster 5

- St Margaret's Primary Academy
- Northfield St Nicholas Primary Academy
- Beccles Primary Academy
- Phoenix St Peter Academy
- Gunton Primary Academy
- The Limes Primary Academy

Cluster 6

- Kirby Primary Academy
- Burrsville Infant Academy
- Unity Primary Academy
- Sprites Primary Academy
- Martlesham Primary Academy
- Camulos Academy
- Sir Martin Frobisher Academy

Cluster 7

- Robert Fitzroy Academy
- Aerodrome Academy
- St Marks CoE Primary Academy
- Tidemill Academy
- Eastbrook Primary Academy
- White Meadows Primary Academy
- The Globe Primary Academy

Cluster 8

- Kemsley Primary Academy
- Milton Court Primary Academy
- Copperfield Academy
- Tymberwood Academy
- Brampton Primary Academy

Cluster 9

- The Palmer Academy
- Civitas Academy
- Ranikhet Primary Academy
- Green Park Village Academy

Cluster 10

- Summerside Primary Academy
- The Woodside Academy
- Chapel End Junior Academy
- Chigwell Primary Academy
- Langtons Junior Academy
- Dorothy Barley Junior Academy
- Concordia Academy
- Purfleet Primary Academy

REAch2 Touchstones



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Learning

Creating exceptional opportunities for learning.



Leadership

Finding the leader in all of us.



Responsibility

Unwavering commitment to seeing things through.



Enjoyment

Loving what we do.



Inclusion

Realising the greatness in our difference

Job Description

Post: Headteacher

Responsible to: Deputy Director of Education

Core Purpose

The Headteacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document and would be expected to have considered these in relation to the Academy.

The Headteacher is accountable to the Local Governing Body and Deputy Director / Director of Education for ensuring the educational success of the school within the framework of the Academy's strategic plans. The Headteacher will provide professional leadership and management to the school and must establish a culture that promotes excellence, equality and high expectations of all pupils.

Responsibilities

To be accountable to the Deputy Director of Education for:

- The effective implementation and embedding of the agreed school vision, principles and policies within the school;
- Providing leadership across all aspects of the internal organisation: professional leadership, management and control of the Academy;
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school's work;
- The Headteacher will have line management responsibilities for the Deputy Headteachers/Assistant Headteachers in the school;
- Promote excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole-person as well as academic);
- Ensuring that a high-quality educational experience is available for all children and young people;
- Creating a positive culture of support and high expectations, in order to achieve the school's Strategic School Development Plan, raise standards and improve the quality of teaching;
- Ensuring that teaching in all year groups is improving;
- Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion;

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- Ensuring effective and appropriate pastoral support is available to children in the Academy;
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment;
- Keeping informed of developments within the National Curriculum and other relevant curriculum development sources, to ensure that the curriculum is rich, relevant and inspirational and contributes to outstanding educational and whole-person outcomes;
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Developing an inclusive and supportive approach so that the academy is a place where all young people and the wider school community feel welcome.

Developing Self and Working with Others

- Treat everyone within the academy fairly and equitably;
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under-performance in accordance with Trust Appraisal and Capability policies and procedures;
- Ensure a high standard of professional development for all staff and for self, including attending all mandatory training events;
- Work with the SLT to recruit and retain staff of the highest quality, in line with Trust policy and safer recruitment procedures;
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided;
- Regularly monitor the budget for the school and the use of resources;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all;
- Work with REACh2, the Deputy Director / Director of Education and School Leadership Team to maximise the level of external funding that is attracted to support the academy's development;
- Promote, embed, secure and monitor all agreed school policies.
- **Securing Accountability**
- Work with the Local Governing Body (LGB) to enable them to meet their responsibilities;
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;

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- To develop a school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including governors, parents and carers;
- Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community

- Build a school culture and curriculum which takes account of the richness and diversity of the Academy's communities;
- Ensure learning experiences for pupils are linked into and integrated with the wider community and within the REAch2 community of schools;
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Shaping the Future (Strategic Leadership)

- Work with the SLT and the LGB, and under the guidance of the Deputy Director / Director of Education to develop the shared vision and strategic plan for the academy, which is responsive to the community it serves. At the core of this should be the educational and personal development of the pupils;
- Work with the Deputy Director / Director of Education, Governors and staff to define and implement the academy's vision and strategic direction so that it is understood and acted upon by all stakeholders;
- Work within the school community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain school improvement;
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative lifelong education environment;
- Ensure the school achieves its performance targets;
- Demonstrate the vision and values of the school in everyday work and practice;
- Motivate and work with others to create a shared culture and positive climate;
- Promote the academy and develop effective and productive relationships with a wide range of stakeholders;
- Secure the commitment of parents and the wider community to the vision and direction of the Academy;
- Challenge, motivate and empower others to attain ambitious outcomes;
- Working with the Deputy Director / Director of Education, develop strategies for school readiness in Early Years and a positive transition across Key Stages and into both primary and secondary education for children and parents.

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Leading Learning and Teaching

- Drive and inspire a passion for learning in every member of the school community;
- Provide a model of outstanding practice to all staff in teaching and school leadership;
- Secure and sustain effective teaching and learning throughout the Academy by ensuring sound strategies are in place for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups;
- To build a collaborative learning culture within the school and actively engage with other schools within the wider REAch2 family to build effective learning communities;
- Work with all staff to build effective teams;
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff;
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below;
- Effective and consistent implementation of the Teachers' Appraisal Policy and other systems of quality assurance and professional development of teachers;
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process;
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy and the wider REAch2 family;
- Under the direction of the Deputy Director / Director of Education, develop capacity, through coaching and mentoring members of the SLT;
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development.

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Advise Governors on the formulation of the annual budget in order that the school secures its objectives;
- Receive and approve the Academy budget in order to ensure that the academy meets its objectives;

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- Manage the Academy's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities;
- Seek opportunities to invite parents and carers, community figures and those from the wider REAch2 family, business or other organisations into the school to enhance and enrich the school and its value to the wider community.

Equal opportunities

- Take responsibility, appropriate to the post, for tackling unlawful discrimination amongst all groups in line with the Equality Act 2010.

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the Academy;
- Ensure that all policies and procedures adopted by the LGB are fully implemented and followed by all staff;
- Act in the role of designated safeguarding lead and fulfil all associated duties as outlined in keeping Children Safe in Education;
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Health and Safety

- Work in compliance with the academy's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the academy;
- Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- To ensure compliance with the Data Protection Act (2018) and the Freedom of Information Act (2000).

Additional Information

REAch2 are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to an Enhanced DBS with a Children's Barred List Check and two satisfactory references.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Trust. This job description does not form part of the contract of employment.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Knowledge/Qualifications and experience		
Graduate with Qualified Teacher Status	*	
NPQH (or equivalent) achieved or underway		*
Evidence of further qualifications		*
Significant experience at HT/HoS level		*
Understanding of leading an Academy	*	
Experience of leading an Academy		*
Understanding of the challenges of leading a primary school	*	
Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs	*	
Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	*	
Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school	*	
Experience of monitoring and improving the quality of teaching and learning	*	
Experience of having led, or made a significant contribution to, the success of a school, through its leadership, pupil outcomes and ethos	*	
Experience of supporting staff to optimise attainment and progress of pupils	*	
Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways	*	
Extensive experience of working with children with significant barriers to learning		*
Knowledge of legislation relating to managing a school including Equalities legislation	*	

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Person Specification (cont.)

Skills , abilities and personal attributes		
Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school	*	
Understanding and ability to communicate and successfully implement strategies across all aspects of the school including accountability, learning, curriculum, administration and communication	*	
Proven ability to deliver a collective vision and shared purpose,	*	
Outstanding teaching	*	
Experience of effectively managing the impact of change on organisations and individuals	*	
The ability to deliver effective strategic financial planning, financial management including budgetary control and value for money	*	
An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration	*	
Excellent organisational skills	*	
Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact	*	
Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour	*	
Able to meet national standards for Headteachers	*	
Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	*	
Demonstrate personal and professional integrity, including modelling values and vision	*	
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	*	
Commitment to promote and support the aims of REAch2	*	

Benefits



Pension Scheme: Our pension scheme ensures that you can plan for a secure financial future. All employees can be part of either the Teacher's Pension Scheme or a Local Government Average Salary (LGPS) pension scheme – benefits include life cover, lower tax, survivor benefits, and ill health cover.



Wesleyan Financial Advice: Wesleyan provides expert financial advice tailored to your needs. Whether it's retirement planning, investments, or insurance, their advisors are here to guide you toward financial success.



Perks at Work: Enjoy exclusive discounts and offers through our Perks at Work program. From shopping to entertainment, you'll find great deals on everyday expenses.



Sync – Apple Discount: As part of our partnership with SYNC you can take advantage of discounts on Apple products. Stay connected with the latest technology while saving money.



Vodafone Advantage: Stay connected with discounted mobile plans from Vodafone. Enjoy reliable service and cost savings on your phone and data usage.



Cycle to Work Scheme: Commute sustainably and improve your health with our Cycle to Work Scheme. Get a tax-free bike and cycling accessories to make your journey more enjoyable.



Generous Holiday Allowance: We believe in work-life balance. Our generous holiday allowance ensures you have time to recharge and spend quality moments with loved ones.



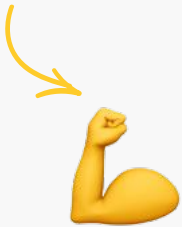
Coaching & Mentoring: Develop your skills and career with personalised coaching and mentoring. Our experienced professionals will support your growth and professional development.



Relocation Packages: If you're relocating for work, we offer relocation packages of up-to £8,000 to ease the transition. From moving expenses to settling into a new area, we've got you covered.

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Benefits



Flexible Working: Achieve a better work-life balance with flexible working arrangements. Whether it's remote work or adjusted hours, we value your well-being.



Expenses & Travel Costs: We reimburse reasonable work-related expenses and travel costs. Focus on your job without worrying about out-of-pocket expenses.



Reach Teach CPD/ITT: Enhance your teaching skills through our Continuing Professional Development (CPD) program. Stay up-to-date with the latest educational practices and develop your teaching career with our innovative Initial Teacher Training, Early Careers Teacher and National Professional Qualification programmes.



Free Eye Test with Specsavers: Your eye health matters. Take advantage of a free eye test at Specsavers to ensure optimal vision and eye care.



Staff Networks Well-being Champions/Mental Health First Aiders: Our well-being champions and mental health first aiders are here to support you. Connect with colleagues who understand and promote well-being within our organization.



Employee Assistance Programme: Access confidential counselling and support services through our Employee Assistance Programme. We care about your mental and emotional well-being.



Dell Advantage: Get discounts on Dell products for both work and personal use. Upgrade your technology with Dell's reliable devices.



Discounts for Teachers: As an educator, enjoy special discounts on various products and services through the Discounts for Teachers platform.




REAch2
ACADEMY TRUST

