



THE
Beaulieu Park
SCHOOL

Recruitment Pack for the position of Head of School (Primary Phase)

Start date: April 2018

Salary: L15-L19 (£55,600-£61,341)

Welcome from the Chief Executive Officer of The Chelmsford Learning Partnership

Dear Colleague

Thank you very much for your interest in the role of Head of School (Primary Phase) at The Beaulieu Park School.

The Beaulieu Park School is Essex's first 'All Through' school and the primary phase opens for reception students in September 2018 with the secondary phase opening in September 2019. The new buildings and facilities cost £34m and the new school is being built to meet the growing demand for primary and secondary school places as a result of the new development at Beaulieu.

The school will open in September 2018, welcoming our first cohort of 60 reception aged children in two classes. In September 2019, 180 Year 7 students will be admitted. Year on year the school will grow, providing 420 places for local children between four and eleven years old by 2024 and 900 places for local children between 11 and 16 years old by 2023. At The Beaulieu Park School we are creating an all-through school where children can develop strong relationships with their teachers from age four upwards to when they leave school, preparing them well for going to university when they complete their secondary education. We are all committed to giving our pupils the best possible start in life in an outstanding school that the communities of Beaulieu and Chelmsford can be proud of.

We are looking to appoint an ambitious and committed professional to lead the primary phase of the school. It is also a unique opportunity to build a new school from the start and the successful candidate will play a significant role in shaping the vision, culture and ethos of the new school. You will have a lot of professional freedom and will work with the Trust and the Principal (Designate) to start to create the outstanding provision at The Beaulieu Park School. Depending on your previous leadership experience, support will be available to you from experienced primary leaders within the trust.

The appointment is from April 2018 and the main part of your role in the first term will be to develop the policies and curriculum that will shape the vision and develop the ethos of the school. Working with the trust, you will also be responsible for staffing the school and ensuring the school will be ready to open in September 2018. Another part of your role prior to the school opening will be to have close liaison with the families of the children who will be our first students and it is expected that you will undertake a number of induction activities for children and families.

We thank you for your interest in this position. Further details about the post (including a job description and person specification), the school and the trust can be found in this recruitment pack, however should you have any additional queries, please do not hesitate to contact me at: admin@clptrust.com

Yours Faithfully

Paul Banks

CEO, The Chelmsford Learning Partnership



The Chelmsford Learning Partnership

The Chelmsford Learning Partnership is the name of the academy trust that is responsible for running The Beaulieu Park School (The trust was formerly known as The Boswells Academy Trust up to September 2017). In September 2017, the trust was delighted to be approved as the sponsor for The Beaulieu Park School. The trust is an emerging, local multi academy trust that has, at its heart, a commitment to provide an outstanding education for local children.

The trust is also responsible for The Boswells School in Chelmsford. The following schools are in the final stages of due diligence and are considering joining our family of schools from April 2018: The Tyrrells School, Chelmsford; Perryfields Infant School, Chelmsford; Barnes Farm Infant and Junior Schools, Chelmsford; Roding Valley High School, Loughton.

Whilst the trust is responsible for running a number of schools, we believe that each school is autonomous and should have their own individual identity and ethos. In each of our schools, you will find the following:

- Each school has their own unique ethos, values and approach
- Each school has a Local Governing Body overseeing the school
- Each school will have a Headteacher/Principal/Head of School with autonomous responsibility for the running of the school
- Teachers and support staff working with their children
- A tailored approach to teaching and learning depending on the needs of each school
- A personalised curriculum depending on the needs of the children in the school
- An inclusive Admissions policy based upon serving the communities that each school serves

Our trust is a small trust whose ethos and fundamental principles are based on allowing the schools within our trust to flourish under our leadership with a clear focus on strong leadership in each of our schools.

In all our schools, we strive for the following:

- Inspiring curiosity and a lifelong love of learning for all students
- Developing teaching that is good and aspiring to be outstanding across our schools
- Building capacity for sustained school improvement through strong leadership and the sharing of resources and good practice
- Enabling all our schools to be good and aspire to be outstanding
- Developing a shared level of accountability for the achievements and well-being of children across all our schools
- Retaining the distinct ethos and character of each school within our trust. In our trust, we also have the aim to 'provide an outstanding education for all our students'.
- We expect our students to aspire for excellence in everything that they do.

To achieve these aims, every member of our community adheres to those 'beliefs' that are incredibly important to us as a trust:

- High quality teaching and learning: We believe outstanding teaching and learning should take place in every lesson.



- Exemplary Behaviour: We have the highest expectations of our students and we reward hard work and effort. Our students take pride in being part of our community.
- High Achievement: We believe students, regardless of their ability, should make excellent progress. Our rigorous and detailed tracking systems allow us to ensure that all students are meeting our high expectations.
- Aspiration: We believe that all students should be given the opportunity to follow a career pathway that is relevant to them. We expect all our students to aspire for excellent academic achievement, regardless of ability.
- Personalised Curriculum: We believe in the importance of helping our students achieve their future ambitions through a curriculum pathway that suits their individual beliefs.
- Developing Character: We believe in the importance of helping our students develop into independent, confident citizens. We offer a range of school trips, sporting clubs and teams, performing arts clubs as well as other extracurricular clubs and enrichment activities to help support and complement the learning that goes on in the classroom.

It is also important that you realise that we can offer you a huge amount of support in development of your career. We take pride in the fact that, as a trust, a large number of our staff move on to promoted positions. At our heart, however, we pride ourselves on what we offer all staff:

- We place a high degree of professional trust in our leaders and our teaching staff. We believe that the greatest factor in improving outcomes for our students are the teachers standing in front of them on a daily basis. The professional autonomy of teachers is very important to us.
- We believe in the professional development of our staff and we expect our teachers to take responsibility for developing their practice and becoming more skilled practitioners
- We don't do things simply to please OFSTED or the DfE. We do what is right for our students and our wider communities.
- We recognise that teaching can be challenging however we encourage everyone to share good practice and work collectively-we are much more effective when we collaborate and support each other
- We believe in leadership at all levels and encourage all our teachers to take responsibility for leading in their own classrooms and across the school.
- Professional development is at the heart of performance management and our teaching staff must have an objective that is focused solely on their professional development

Specifically for this role, the successful candidate will benefit from the support from an experienced primary Headteacher from one of the trust's schools.

The Beaulieu Park School-a unique all through school

The school is Essex's first 'all through' school, however for the first year there will only be 2 forms of entry-60 Reception aged students- on site. The primary phase of the school will fill gradually year on year as the diagram (below) shows:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2018	60							60
2019	60	60						120
2020	60	60	60					180
2021	60	60	60	60				240
2022	60	60	60	60	60			300
2023	60	60	60	60	60	60		360
2024	60	60	60	60	60	60	60	420

The secondary phase of the school starts from September 2019 and is set for a 6 form entry and will follow the primary phase in opening gradually:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
2019	180					180
2020	180	180				360
2021	180	180	180			540
2022	180	180	180	180		720
2023	180	180	180	180	180	900

Our 'all through' school will be distinctive from other schools. Students will make outstanding progress through curriculum continuity, not affected by phase breaks, which research has shown can lead students to fall back in their educational progress. Cross-phase teaching will enable teachers to share expertise and resources and maximise the progress of every individual child. A common ethos through the school will ensure that students understand the expectations of good behaviour and hard work and motivate them to be highly ambitious from a very early age. Older students will act as role models and support the achievement of those in earlier phases, both through academic and extra-curricular links. Most importantly, there will be a sense of community that cannot be replicated in a stand-alone primary or secondary school, driven by strong leadership and encompassing parents and the local community.

In many ways, the Primary and Secondary School will operate conventionally and be separate to each other. They will occupy different buildings and playgrounds. Each school will have an individual identity. Younger children will not routinely mix with children in the secondary school if they are in

the primary school and vice versa i.e. at lunchtime, in corridors etc. They will experience a traditional age appropriate education at each phase.

Uniquely however, The Beaulieu Park School 'all-through' philosophy means that opportunities will be open to your child that are traditionally reserved only for attendees of Independent schools. The School will provide:

- an environment where there are more teaching styles, and levels of experience than any other. Where subject specific practitioners from the secondary school can work with students in the primary school to stretch and challenge and primary specialists can work with those in the secondary school that need additional support
- a chance for primary students to learn in specialist performing arts / sports / technology / science facilities not accessible to most primary school students
- a complete and uninterrupted oversight of learning and progress from the age of 4-16, providing consistency and fluency
- an ethos that will give each child, their family and teachers much higher expectations of what can be achieved.
- unparalleled pastoral care
- high aspirations – from day one and without interruption
- an ability to offer a broad and exciting curriculum from the beginning
- leadership and mentoring opportunities that will develop confidence, resilience and character

The school will benefit from state of the art facilities for all children. As well as the latest technology in every classroom, every student will also have access to:

- Large sports hall
- Purpose built dance studio
- Outdoor, floodlit multi use games areas
- Specialist Science laboratories
- Design and technology rooms
- Music rooms and individual practice rooms
- Large library and learning resource centre
- Drama studio
- Large theatre for performances and assemblies
- Outdoor learning spaces
- Large play areas and playing fields

You can see plans for the primary phase of the school at the back of this recruitment pack.

The Beaulieu Park School

Job Description and Person Specification

Role: Head of School (Primary Phase)

Salary:

Start Date: April 2018

Responsible to: Principal

Job Purpose: The Head of School (Primary Phase) will work with the Principal to provide professional leadership, vision and strategic direction for the school in order to ensure the highest quality of education for all our pupils in all areas of learning

Main Duties

Section 1: Leading People

1. To uphold the trust's values and aims for our schools at all times.
2. To share the school's vision and strategic direction which inspires and motivates students, staff, governors and all other members of the school community.
3. To work with the Principal and the trust to produce a school improvement plan which identifies priorities and targets based on robust school self –evaluation.
4. To monitor, review and evaluate the work and organisation of the school to ensure effective implementation of policy and practice.
5. To work with the Principal to develop leadership capacity at all levels.
6. To ensure the successful development, management and leadership of the school, placing pupils at the centre of all decisions.
7. To lead and promote inclusive practice across the school
8. To regularly review own practice, set personal targets and take responsibility for own personal development.
9. To manage own workload and that of others to encourage an appropriate work/life balance.
10. To promote a learning community amongst all our staff which provides and values continuous professional development for all staff.
11. To create an environment where all students are given the opportunity to expand their horizons beyond their previous experience.

Section 2: Leading Teaching and Learning

1. To be the 'Lead Learner' in the primary school.
2. To promote an ethos of high expectations for all pupils regardless of their ability or background.
3. To promote a successful learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to lifelong learning.
4. To champion creative, innovative and effective approaches to teaching and learning.

5. To promote high expectations of teaching and monitor and evaluate its effectiveness on learning outcomes.
6. To develop and oversee the regular review of a broad, balanced, flexible, creative and differentiated curriculum designed to involve, engage, challenge and stimulate.
7. Working with the Principal to implement strategies which are seen as consistent, firm and fair and that secure high standards of good behaviour, punctuality and attendance.
8. To identify and provide for the specific needs of all pupils in line with the SEN Code of Practice and the Disability Discrimination Act.
9. To promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.
10. To maintain and develop effective systems of planning, assessment and record keeping, sharing effectively with parents/carers and pupils.

Section 3: Managing the organisation

1. Liaise with the CEO and Principal to manage the school's financial and human resources effectively to achieve the school's priorities.
2. Liaise with the CEO and Principal to agree and set budgets, allocate funds and ensure systems are in place for effective administration and control of the budget.
3. To recruit, retain and deploy excellent staff to achieve the vision and goals of the school.
4. To develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
5. To attend and contribute to meetings of the school's Local Governing Body and, where relevant, meetings of The Board of Trustees
6. To attend meetings of the school's Senior Leadership Team meetings
7. To carry out duties in the near locality of the school at the end of school
8. To provide a presence at break and lunch time in designated areas of the school
9. To monitor and evaluate standards of teaching in the classroom and provide constructive feedback and relevant support.
10. To challenge any underperformance at all levels.
11. To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture and foster and facilitate team work.
12. To manage and organise the accommodation to ensure that the school buildings meet the needs of the curriculum provided and health and safety regulations.
13. To use and integrate a range of technologies to effectively and efficiently manage the school.

Section 4: Developing our community

1. To maintain and develop the school culture and curriculum which takes account of the richness and diversity of the school community.
2. To maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
3. To communicate effectively at all levels with all stakeholders.
4. To continue to seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

5. To support after school productions/concerts/events to ensure a Senior Leadership Team presence.
6. To work with the Local Governing Body and the trust by providing information, objective advice and support to enable the LGB and Trust to meet their responsibilities.
7. To liaise with the Principal to develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, trustees parents and carers.
8. To promote the positive and mutually supportive relationship linking home and school in a working partnership, ensuring parents/carers are fully informed about all matters relating to the education of their children.
9. To share effective practice working in partnership with other schools in the trust and promoting innovative initiatives.

Section 5: Safeguarding

1. To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding legislation and any policies as adopted by the trust.
2. To be accountable for child protection and ensuring that the welfare and safety of pupils is promoted and safeguarded.
3. To prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children, initiating the management of cases involving actual or potential abuse or violence where needed.
4. Be aware of and update staff as appropriate to comply with current legislation and policies e.g.: FGM awareness, CSE awareness, Prevent

Section 6: Health and Safety

1. To work in compliance with the trust's health and safety policies and under the Health and Safety at Work Act (1974) ensuring the safety of all parties with who contact is made, such as members of the public, in premises or sites controlled by the school.
2. Liaising with the Principal to ensure compliance of procedures are 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.

Person Specification

Key

E=Essential criteria for this role

D=Desirable criteria for this role

Section 1: Qualifications and Experience

	The successful candidate should have	Essential/ Desirable
1.1	Degree(s) or equivalent	E
1,2	Qualified teacher status	E
1.3	NPQH	D
1.4	2nd Degree	D
1.5	Experience of having worked successfully in an infant/junior/primary school setting, teaching students of all abilities from all socio-economic backgrounds	E
1.6	Experience of having worked in an all through school	D
1.7	Proven, successful relevant experience at senior level in an infant/junior/primary school	E

Section 2: Knowledge, Skills and Abilities

	The successful candidate should have	Essential/ Desirable
2.1	Evidence of excellent leadership and management skills	E
2.2	Good knowledge of curriculum development and improvement	E
2.3	Knowledge and understanding of current and future curriculum changes	D
2.4	Appropriate training and a willingness to continue training to manage the key areas and tasks outlined in the job description	E
2.5	Proven, excellent classroom management skills	E

2.6	Proven, excellent interpersonal relationship skills and the ability to communicate effectively and sensitively with students, parents and colleagues	E
2.7	An understanding of how students learn and improve their skills, knowledge and understanding	E
2.8	Evidence of good information and communication technology skills	E
2.9	Excellent knowledge of achievement methods and measurement	E
2.10	Knowledge of personnel management principles	E
2.11	Knowledge of resource management principles	E
2.12	General knowledge of support agency structures	E
2.14	Knowledge of health and safety requirements	E

Section 3: Personal Attributes and Qualities

	The successful candidate should have	Essential/ Desirable
3.1	Clear educational aims and values which are consistent with the school aim of high quality teaching and learning.	E
3.2	Ability to engage in cooperative working to help the team achieve its goals	E
3.3	Ability to filter, judge and act decisively	E
3.4	Ability to operate effectively when working under pressure	E
3.5	The ability to motivate and inspire a range of audiences including students and teachers	E
3.6	Excellent punctuality and attendance record	E
3.7	A firm commitment to and ability to adhere to the school's race equality and cultural diversity policy in all aspects of the post	E



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Beaulieu Park School - Secondary School



BEAULIEU PARK SCHOOLS



wynne-williams associates
landscape architects



NORR

Beaulieu Park School - Secondary School



BEAULIEU PARK SCHOOLS



wynne-williams associates
landscape architects



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Beaulieu Park School - Sports Centre



Sports Centre - Ground Floor Plan



0 5 10 m

- FUNCTION LEGEND**
- CLASSROOM
 - LABORATORY
 - LIBRARY
 - OFFICE
 - RECEPTION
 - STORAGE



Sports Centre - Aerial View



Secondary School and Sports Centre Elevation to A130

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Beaulieu Park School - Site Masterplan



Site Masterplan

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Beaulieu Park School - Site Aerial



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