



APPOINTMENT OF
EXECUTIVE HEAD
EXCELSIOR MULTI ACADEMY TRUST

CLOSING DATE: 13TH MAY 2022

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Our Vision

All our schools to be outstanding beacons of equality, where pupils succeed in a safe, innovative and vibrant learning community.

At Excelsior we believe Excellent teachers change lives! We are creating a culture of high expectation, high support and low threat. This means we expect the best, support our staff to be the best in an environment of challenge and support. We have cornerstone values that we live by and deliver every day. They are;

Aspiring from the start - Where ambition begins on Day One

Engaging learning - Unlocking minds every day

Succeeding together - Alone you're good. Together we're amazing

Ensuring equality for all - Equality – First, Foremost, Forever

We are passionate about excellence. Our 10-year Big Hairy Audacious Goal is to be World Famous for innovative education. We are innovative in our approach to teaching and learning and school improvement and our schools are developing innovative and creative curriculums to ensure our children get the very best.

At Excelsior we believe staff happiness and organisational culture are essential to the trust and school success. We have developed a comprehensive people strategy to support our growth and help make us the employer of choice.

We currently have 4 schools but are looking to grow to 6 schools in the next 12 months. Our current schools are:

- Colmers Farm Primary School
- Green Meadow Primary School
- Parkfield Community School
- Turves Green Primary

We are proud of all of our schools and staff. Each of the Trust's academies is as unique as the local community it serves. All benefit from Excelsior's close collaboration with parents and guardians, academia, Government, social and

commercial partners, for the benefit of every child in our care, today and in the future.

At Excelsior we want to provide the very best for our children giving them a rich diet of opportunity. These opportunities include STEM centre at Parkfield and our dedicated art/dt classrooms at Green Meadow and Colmers Farm.

We have many talented staff in our trust and are always looking to give our staff the opportunity to excel. We have teachers who are nationally recognised in the teaching of Maths, the development of oracy and the teaching of personal development.

Excelsior is at an exciting time in its journey of growth and continuous improvement. We are a trust driving forward in a high expectation, high support, low threat culture.



Job Description

Executive Head Teacher

Responsible to: Deputy Chief Executive

Core Purpose

The Executive Head is a lead professional and a significant role model with a wide sphere of influence within the Excelsior Multi Academy Trust (MAT). Our Executive Head Teacher will demonstrate Excelsior's vision and values at all times whilst always respecting cultural diversity within contemporary Britain. These values and ambitions displayed will also help to determine the achievement of academies and their pupils, as well as ensuring high expectations and aspirations are there for all – staff, students, governors and communities.

The Executive Head is accountable for ensuring the educational success of the primary academies within the overall framework of the MAT's approach to school improvement as well as the individual academies' strategic plans. They are responsible for providing support and challenge to each academy's Headteacher/Head of School and the School Improvement Committee across all aspects of their work. They should create a culture of constant improvement and be an aspirational leader, committed to the highest achievement for all across the MAT. The Executive Head will have line management responsibilities for the Headteacher/Head of School working closely with the Regional Governing Body and attending Regional School Governing Body meetings.

Role Accountability

- All schools good or better
- Outcomes for children at least in line with national averages
- School leadership is highly effective

1. Strategic Leadership

- a. To lead by example, provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academies and of Excelsior.
- b. To gain commitment to the need for improvement, creating a culture of high expectation, high support and low threat.
- c. To carry out Headteacher/Head of School appraisal in line with the Excelsior Professional Growth Policy

- d. To work with each Headteacher/Head of School and the School Improvement Committee, and under the guidance of the Chief Executive Officer (CEO) and Deputy CEO develop the shared vision and strategic plan for the academies, which is responsive to the communities they serve.
- e. To establish collaborative and open relationships with all stakeholders and particularly the school improvement committee.
- f. To secure the commitment of parents and the wider community to the vision and direction of the academies and the Trust in conjunction with the Headteacher/Head of School at each academy.
- g. To present a cutting-edge approach to Executive Leadership through self-development including engagement in podcast and wider reading with a focus on organisational excellence.

2. High quality Learning and Teaching

- a. To ensure academies engage the learner through creating effective, interesting and innovative teaching and learning with well-qualified and creative teachers and support staff in partnership with relevant Senior Leadership Team members/Teacher Coaches.
- b. To secure and sustain effective, high-quality teaching and learning by ensuring each Headteacher/Head of School has in place sound strategies to improve the quality of teaching across the school and can effectively monitor pupil achievement and identify effective interventions to close the attainment gap.
- c. To identify and act on areas of improvement in relation to the curriculum and assessment through robust and effective monitoring and evaluation.
- d. To ensure that a high quality educational experience is available for all children (whole person as well as academic).
- e. To promote excellence in spiritual, moral, social and cultural education and development for all children.
- f. To ensure that effective and appropriate pastoral support is available to children in the academies.

- g. To develop an inclusive and supportive approach so that each academy is a place where all children and the wider school community feel welcome.
- h. To secure approaches to behaviour that are based on positive strategies.

3. Systems and process

- a. To ensure academy priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment and achievement.
- b. To secure robust academy self-evaluation and quality assurance procedures are in place.
- c. To work with the Headteacher/Head of School and Excelsior colleagues to recruit and retain develop staff of the highest quality.
- d. To develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Professional Growth and Capability policies and procedures.
- e. To ensure that each academy Headteacher/Head of School have in place for all staff clearly defined responsibilities and accountabilities.

4. The self-improving school system

- a. To treat everyone within each academy fairly and equitably demonstrating our core values such as respect, forgiveness, justice and humility.
- b. To 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.
- c. To develop leadership capacity at all levels, through coaching and other appropriate means.
- d. To support each academy to establish strong middle leadership roles within a distributed leadership structure.
- e. To ensure staff across Excelsior academies have opportunities for career development and develop processes to grow our own talent.

- f. To keep abreast of educational developments and best management practice to introduce appropriate innovation.
- g. To contribute to collaborative work across academies and support other staff in participating in Trust work, developing strong, positive relationships with colleagues in the MAT.
- h. To contribute to the development of Trust strategies and policies and promote the academies and the Trust in a local and national context and participate in Trust wide activities to share best practice,

Any other duties as directed by the Chief Executive Officer or Deputy Chief Education Officer commensurate with the role and grade.



Executive Head Person Specification

Area	Requirements/specification	Essential/ Desirable
Education/ Qualifications	<p>Qualified Teacher Status</p> <p>Degree or equivalent</p> <p>Professional Leadership Qualification (e.g.NPQH)</p>	<p>Essential</p> <p>Essential</p> <p>Desirable</p>
Professional Development Teaching & Learning	<p>Evidence of commitment to own professional development</p> <p>Commitment to securing equality of opportunity throughout the MAT</p> <p>An understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework</p> <p>Secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils</p> <p>The ability to maintain high standards of pupil behaviour and attitudes to learning</p> <p>Experience of multiagency working to support vulnerable children and families, and to promote excellent attendance</p> <p>An understanding of effective financial management</p> <p>The ability to demonstrate a commitment to the continuing professional development of all staff</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p>
Skills & Experience	<p>Proven track record of school improvement and experienced school leader.</p> <p>Excellent interpersonal and communication skills</p> <p>The ability to work closely with colleagues</p> <p>The ability to analyse and interpret data accurately to inform school improvement and to monitor pupil progress</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

	The ability to engage leaders at all levels in systematic and rigorous monitoring and evaluation	Essential
	The ability to effectively evaluate school performance and accurately identify priorities for improvement	Essential
	The ability to work effectively with the governing bodies, enabling governors to fulfil their roles and meet their responsibilities	Essential
	The ability to work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children	Essential
	The ability to drive improvement and challenge underperformance	Essential
Personal Qualities	Demonstrate a passion for teaching and learning	Essential
	Communicate effectively and develop positive relationships with all stakeholders	Essential
	Demonstrate excellent interpersonal skills	Essential
	Be decisive, consistent and focused on solutions	Essential
	Demonstrate the capacity to lead others, be reflective, resilient and adaptable	Essential
	Be able to motivate and inspire others	Essential
	Listen carefully and consider the views of others	Essential
Safeguarding	Knowledge of national and local safeguarding guidance	Essential
	Experience of safeguarding and promoting the welfare of children and young people	Essential
	A commitment to work with relevant agencies to protect children and young people	Essential
	Knowledge of best practice and procedures in school for safeguarding children and young people	Essential

All applicants will be required to demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitudes to the use of authority and maintenance of discipline.

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