



Barton Manor  
School

*Aspire, Believe, Achieve*

# Headteacher (L26 – L30)

## Information Pack



## **Contents**

1. Welcome from Executive Headteacher
2. Our School
3. Headteacher Job Description
4. Headteacher Person Specification
5. Application process
6. BCAT Omnigraph
7. BMS Omnigraph

Dear Applicant

## **Headteacher of Barton Manor School**

Welcome to the application process for the post of Headteacher of Barton Manor School (BMS). I am immensely proud to be the Executive Headteacher/CEO of all the schools within Barton Court Academy Trust and the current Headteacher of our Free School, Barton Manor School. Each school serves a diverse community and offers a unique career opportunity. At Barton Manor I am particularly proud of the efforts and energy my colleagues make every day to provide the quality education that pupils deserve. The dedication and determination exhibited by our staff across the Trust humbles me daily and our collaboration in pursuit of excellence in our work is exciting. We are a small Trust, but as we have grown our ambition of what we can achieve has grown with us.

Barton Manor School opened in September 2022 to 150 Year 7 students. The School will grow each year with a new entry of 150 Year 7 students annually each September. The School is extremely popular with 125 students currently on the waiting list. In Year 7, of 150 students, there are 7 EHCP students (4.6%) compared to 2.3% nationally and 20 students (13%) who require SEN support compared to National Average of 10.8%. There are 66 students (44%) who are designated as Pupil Premium compared to National Average of 28% and 58 students (39%) are entitled to Free School Meals (FSM), above Kent average of 14.1% and National Average of 12.4%. There are 60 students (40%) from minority ethnic groups compared to a National Average of 32% with 28 students (19%) with first language not believed to be English compared to 16.9% nationally.

The School is built on the former Chaucer Technology School site and is a 5 minute walk to Barton Court Grammar School. The School, over time, will be an 11-18 years, co-educational, non-selective school with 5 forms of entry. It is planned as a centre of excellence for vocational subjects at KS4 and KS5 along with a joint Sixth Form provision with Barton Court Grammar School, offering academic qualifications at Post-16.

The School's brand new amazing state-of-the art design build is impressive and we believe this outstanding design, combined with an innovative curriculum, excellent teaching and learning, and strong pastoral care and guidance, will provide outstanding education for the local community for generations to come.

We seek to appoint a Headteacher who will champion our pupils, many of whom face challenges and, without the support of a caring but determined school, could have limited life chances. This important role requires a charismatic leader who is dedicated and passionate and who recognises that high expectations, open-mindedness, clarity, diligence and a sense of vision are vital.

We are a small Trust, but as we have grown our ambition of what we can achieve has also grown. Barton Court Grammar School is an excellent co-educational 11-18 years school and continues to provide support for BMS with many Senior Leaders, Middle Leaders and teachers leading and teaching at both schools. There is a significant number of staff who work across both schools ensuring that BMS has high quality, specialist staff from the outset. Joint pastoral, curriculum, senior leadership meetings and joint training and development to share best practice are embedded.

The Charles Dickens School (CDS) is an 11-16 years non-selective co-educational school in Thanet, which was originally in special measures but since joining BCAT in 2017 has been on a rapid improvement journey, our last Ofsted in June 2019, taking us out of special measures as a school with "Requires Improvement" with Good" Leadership and Management. The School is due its next Ofsted inspection imminently and we are confident we will achieve a "good" rating with "outstanding" for leadership and management. CDS also supports BMS with its SEN provision, senior leadership and with training and development.

Being part of a small Trust which works closely together, provides further leadership and professional

development opportunities and greater scope to share best practice to improve the life chances of all pupils. I am particularly proud of the efforts and energy my colleagues make every day to provide the highest quality of education that pupils deserve.

Please see our website ([www.bartonmanor.org](http://www.bartonmanor.org)), visit us and consider whether the School appeals. If invited to interview you will find we are open and transparent so that you have a thorough insight into what constitutes being a Headteacher at Barton Manor. It is a dynamic school and it is a place for enthusiasts who believe that all things are possible. The Secondary phase is a new beginning for pupils and a place where professions can thrive.

We are committed to building careers at BCAT and establishing sustainable opportunities for staff development. We will ensure the successful candidate has an effective and bespoke induction process and will receive full support from me, senior leaders and the Local Governing Body.

If you wish to visit the school and/or discuss the role please contact me via email [kcardus@bartoncourt.org](mailto:kcardus@bartoncourt.org) or by telephone on 01227 532140 or 01227 464600.

Please submit your application at your earliest convenience; we look at all applications as they arrive and reserve the right to progress them at any stage.

I hope that the quality of your application leads to an interview and thus gives us the opportunity to share our School with you.

Best wishes

A handwritten signature in black ink, appearing to read 'K Cardus'. The signature is written in a cursive, flowing style.

Kirstin Cardus  
**Executive Headteacher BCAT**  
**Headteacher BMS**

## **Our School – *Aspire, Believe, Achieve***

Students will **aspire** to be their very best and will be supported to **believe** in themselves and their ability to **achieve** and excel. Students will develop into confident, independent and resilient learners ready to meet the challenges of a world that is rapidly changing.

Our students will acquire, not only an excellent foundation of learning, but also the acquisition of habits of flexible thinking and learning, resilience and confidence in solving problems both as individuals and within a team. Students will enjoy some of the very best teaching resources and facilities available in the local area and, with the support of Barton Court Academy Trust, the School will be a special place to be educated.

At BMS, we promote the values of serving others, humility, achievement, respect and equality. We are a school which embraces our British heritage and British values. As a result, we welcome staff from a range of backgrounds and faiths to join our vibrant and inclusive environment.

We are seeking an inspirational Headteacher who secures the highest standards of teaching and learning through promoting, securing and sharing exceptional classroom practice. We strongly believe “great classrooms make great schools”. If you are an experienced Deputy Headteacher we also welcome your application for the post and we will ensure you have the necessary support to ensure you are successful. We believe in earned autonomy and are seeking Headteachers throughout our Trust who have the ambition and ability to become systems leaders of the future.

Subjects across the School benefit from having a team of highly competent and charismatic middle leaders from both BCGS as well as within BMS. Exciting and innovative teaching is enabled by the scaffolding of colleagues’ skills through comprehensive continuous professional development which encompasses everything from bespoke workshops to the opportunity to observe colleagues, including our leadership team. The leadership team consists of a highly experienced team of senior leaders who also work within BCGS and CDS senior leadership and we share best practice across the Trust. Over time the leadership team at BMS will gradually expand as the School grows.

Entirely committed to vocational/technical education, our facilities are second to none and include our own sports hall, MUGA and dance studio, Drama studio and main hall linked to music and music technology for school productions and performing arts events. Vocational/technical areas which include Hospitality & Catering, Design Technology and Engineering, Hair and Beauty, as well as ICT rich classrooms for vocational courses such as Business, ICT, media, travel and tourism and Health and Social Care and Child Development.

Colleagues and pupils benefit from our commitment to extra-curricular activities, Enrichment Days and Enrichment Week broadening student experiences and developing cultural capital with provision shared with BCGS where possible. Successful teachers within the Trust are committed, industrious and open to development, not only within the confines of the classroom, but within wider school/trust life.

Candidates applying for our Headteacher post are required to evidence in their personal statements their experience and that they match the person specification.

### **OUR VISION:**

***Aspire, Believe, Achieve***

## **OUR MISSION STATEMENT:**

***Barton Manor School will provide a state-of-the-art learning environment combining an innovative academic and technical curriculum with strong pastoral care and guidance, which will deliver an outstanding educational offer for the local community for generations to come. Our fundamental moral purpose as educators is to nurture children and young people to think for themselves and therefore learn skills and develop their knowledge so that they are fulfilled and can thrive in an ever-changing world. As a member of BCAT, Barton Manor School will strive to become an accredited Thinking School where cognitive education is at the heart of all that we do.***

### **Barton Manor School: Values**

To achieve Barton Manor School's vision we have established a set of behaviours and characteristics that define how everyone within our community pledges to act; these are the values that we strive to demonstrate and personify on a daily basis.

**R**esilient / risk takers  
**E**mpathetic  
**S**upportive of others  
**P**rincipled  
**E**mpowered  
**C**ourageous  
**T**houghtful thinkers

The success of Barton Court Academy Trust is due to a strong partnership between staff, students and parents and a clear understanding of our core values within each school. Our vision is to lead three 'outstanding' secondary schools within the Trust, with high standards and excellence, underpinning all aspects of school life for both students and staff.

The Barton Manor School ethos will encourage traditional values such as hard work, integrity and respect, along with tolerance, diversity and inclusion to develop personal character and aspiration.

We will value and nurture our young people to understand the importance of hard work, strong moral principles, open mindedness, and care for others whilst embracing the modern technological world today.

The School will be forward-thinking and entrepreneurial. This can inspire our students today; everyone can work hard and be their very best. We want our students to have rich experiences that make them aspire for the very best careers and access to Higher Education and Training.

### **Curriculum Intention**

Our curriculum intention is to prepare students for further education and/or employment with a combination of an academic and vocational curriculum which suits the needs of our students. This is done whilst giving the students some autonomy over their studies, allowing them ownership for their learning.

We aim to create well-rounded individuals who appreciate right from wrong and understand British values and what these mean in modern-day Britain. Through our focus on PSHE (Personal, Social, Health Education) they will be happy, healthy and safe, whilst learning how to be considerate of others and the environment, enabling them to become good citizens via SMSC (Social, Moral, Spiritual, Cultural). Students will leave Barton Manor School with a clear vision of, and prepared for, their chosen future. They will be equipped with the qualifications, knowledge, skills and morals needed to succeed.

## **Curriculum Overview**

We will offer a broad and balanced curriculum, which is both challenging and stimulating. All pupils in Years 7 and 8 will follow the National Curriculum and in Years 9 to 11 they will have the opportunity to study a range of GCSE, Vocational, BTEC, Technical and Creative subjects. The curriculum will be designed as far as practically possible to meet the needs of all learners.

In Years 9 – 11 our curriculum will offer personalised pathways to successful and future opportunities in training, Further Education and ultimately in achieving fulfilling careers.

For any pupil who has additional and/or special educational needs we will have an outstanding team to support them. We will ensure that no child is left behind and all make exceptional progress. Equally, we will ensure any pupil who exhibits exceptional talents will be nurtured to excel.

Student Voice and the House events will be developed as a student leadership structure ensuring that students feel listened to, valued and able to contribute to their school.

## **Headteacher**

We are seeking to appoint either an experienced Headteacher or a very experienced Senior Leader ambitious for their first headship. The Executive Headteacher will line manage the Headteacher. Depending upon the experience of the successful candidate the Executive Headteacher will remain the lead professional of the school and will support and coach the successful candidate to ensure they are ready to take on the lead professional role within 1 – 2 yrs.

The successful candidate will:

- Be an experienced Headteacher or a very experienced and highly qualified Senior Leader with ambition for Headship
- Have NPQH or be working towards the NPQH qualification
- Have 5 or more years experience in Senior Leadership
- Be passionate about high standards and achievement and excellence for all
- Be a champion of all students and their learning and progress
- Be passionate about teaching and learning
- Be an enthusiastic team player
- Be an excellent teacher

The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. Candidates should be able to demonstrate the Trust and School's vision and values and promote excellence in all aspects of school life. The role is a fantastic opportunity, as Headteacher within a new school, to establish the School's culture/ethos from the outset. You will be joining and leading a highly effective senior leadership team from across the Trust, and will work closely with the Executive Headteacher.





# Barton Manor School

## Headteacher Job Description

### ISR: L26 – L30



*The salary scale will be reviewed over time as the School grows and the level of responsibility increases.*

#### **HEADTEACHER of Barton Manor School: CORE PURPOSE**

To provide dynamic and professional leadership of Barton Manor School, to be accountable for its continued success and improvement in achieving its vision and to be a school, where standards are high and life-long learners are nurtured. We hold strongly to our values and our mission statement; **Aspire, Believe, Achieve.**

**The Headteacher will be line managed by the Executive Headteacher of the Trust.**

#### **Main purpose of the post:**

Depending on the experience of the successful candidate the Executive Headteacher (EHT) may continue as the Lead professional of the School and continue to be accountable for its strategic vision.

The Headteacher will be responsible for pupil outcomes and operational leadership and management of the academy. The Headteacher will provide leadership and management for the Academy ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students. The Headteacher will lead on further development in standards of teaching, learning and achievement.

The Headteacher will promote and safeguard the welfare of all children for whom the school and Local Governing Body are responsible and those with whom they come into contact.

The Headteacher will provide dynamic and professional leadership of Barton Manor School, to be accountable for its continued success and improvement in achieving its vision and to be a school, where standards are high and life-long learners are nurtured. We hold strongly to our values and our mission statement; **Aspire, Believe, Achieve.**

**In order to deliver dynamic and professional leadership of the School, the Headteacher has a range of key accountabilities to the Local Governing Body as follows:**

#### **The Headteacher will:**

- Have an exemplary and proven track record of leading on aspects of school improvement
- Have experience of working with senior teams to create a productive learning environment which is engaging and fulfilling for all students and staff reflecting the identity of the School;
- Have strong leadership skills, demonstrated through the development of high performing teams
- Establish with the Executive Headteacher a culture that promotes excellence, quality and high expectations of all students and staff whilst actively addressing underperformance;
- Have a sound knowledge and understanding of both cognitive theory as well as practical strategies to develop and sustain thinking skills and tools.
- Contribute to establishing high quality education by effectively managing teaching and learning, and promoting differentiated teaching in order to enable students of all abilities to achieve their potential;
- Provide professional leadership and management at an operational level for the Academy, including developing and implementing policies and practices establishing a firm foundation from which high standards in all areas of the Academy's work are attainable;
- Work with others and be responsible to the Executive Headteacher for evaluating the

Academy's performance including identifying the priorities for continuous improvement and the raising of standards; ensuring equality of opportunity for all;

- Report to the Executive Headteacher to demonstrate that resources are efficiently and effectively used to achieve the Academy's aims and objectives and for the day-to-day management, organisation and administration of the Academy;
- Support the Executive Headteacher to secure the commitment of the wider community to the Academy by developing and maintaining effective partnerships with, for example, other schools, external services and agencies for children, the Local Authority.
- Be accountable to the Executive Headteacher and the Local Governing Body for providing senior leadership and direction for the School, and ensuring that the Academy is managed and organised to meet its aims and targets.
- Demonstrate the Academy's vision and values in everyday work and practice

### **Core purpose:**

#### **Working with the Executive Headteacher (EHT), provide vision and strategic direction**

- Lead by example to foster an open, transparent and equitable culture
- With the EHT, develop the distinctive ethos of the School in line with its core principles as an inclusive and highly aspirational school within Barton Court Academy Trust (BCAT) and to work within its local community
- Evaluate school performance and effectiveness and identify priorities for continuous improvement
- Achieve and sustain good/outstanding teaching and learning across a broad and balanced curriculum
- Promote excellence, high expectations in pupil outcomes and excellent standards of behaviour for all pupils
- Ensure equality of opportunity and inclusivity creating a culture and environment that enables pupils' moral and spiritual growth
- Working with the EHT, effective management and deployment of resources to achieve the School's aims
- Create a safe and inspiring learning environment
- To be responsible for the internal organization, management and control of the School
- Work effectively with the Executive Headteacher, the lead educational professional of the Trust.
- Work effectively with the Governing Body upholding the highest standards of professional and business ethics, and support Governors/Trustees in ensuring that this impacts on all aspects of Barton Manor School decision making processes

These accountabilities are described in more detail in the following six sections outlining key responsibilities

### **Key Responsibilities**

#### **1. Shaping our future and demonstrating a strong strategic vision**

Work with Executive Headteacher, the Local Governing Body, and Trust to develop and shape the future strategic direction and governance of the School.

- Communicate a shared and compelling vision and future for the School which inspires and motivates everyone in the school community and translate the vision into short, medium and longer term development plans that focus on providing a world-class education for all pupils.
- Working with the EHT, develop and implement an annual School Development Plan to enable school improvement which is underpinned by rigorous self-evaluation and a deep

understanding of the School's effectiveness informed by the views of key stakeholders including pupils, parents/carers and staff.

- Translate the vision and School Development Plan into agreed objectives and operational plans and lead and oversee delivery.
- Demonstrate the School's vision and values in all decisions and actions.
- Understand key national developments in secondary education, prioritising their significance for the School.

## **2. Leading learning to inspire pupils**

Create a culture of high expectations, aspirations and engagement in learning for all pupils

- Drive a continuous and consistent focus on improving all pupils' progress and attainment across the curriculum and key stages using internal data and external benchmarks.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes and address promptly and effectively ineffective teaching or weaknesses in the School.
- Promote continuous improvement and innovation in teaching methods and approaches using feedback and drawing on leading external practice and evidence.
- Working with the EHT, develop, implement and evaluate a broad and balanced curriculum which inspires all pupils to learn and meets all aspects of the National Curriculum and pre-16 provision.
- Enable extra-curricular opportunities for pupils to extend knowledge and skill in a range of artistic, creative, musical and sporting activities.
- Set and maintain the highest standards for behaviour, conduct and attendance ensuring clear policies and systems are in place and are consistently applied.
- Create a culture that strongly promotes equality of opportunity and inclusivity, fosters an understanding and respect for difference and enables pupils' wellbeing, moral and spiritual growth.
- Ensure the effective development, implementation and evaluation of safeguarding policy and procedure to protect pupils from exploitation, radicalisation and extremism.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

## **3. Leadership and management of staff**

With the EHT, create a high achieving culture within which all staff are motivated and supported to develop and improve their own skills and subject knowledge and which promotes the wellbeing of staff encouraging them to support each other and recognise and celebrate each other's achievements.

- Lead by example with high standards of professionalism, integrity and commitment.
- Lead and promote the continuing professional development of all staff and role model a commitment to your own professional development.
- Build and sustain clear transparent communication pathways and methods across school to build team ethos, share information, engage and involve staff with key priorities and to enable two way feedback.
- Delegate and allocate responsibilities and decision making clearly to meet the needs of School as well as to motivate and develop staff, overseeing progress and results.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing promptly any issues as well as supporting staff to improve and valuing excellent practice.
- Ensure effective and safe recruitment, induction and mentoring procedures are in place to attract, hire and retain talented staff.

#### **4. Managing resources and assets: through excellent systems and processes**

Working with the EHT, develop and evolve the staffing structure to meet the School's future needs and to deploy staff strategically to enable school development and to improve pupils' outcomes

- Working with the EHT, plan and manage the School's financial resources to ensure they are used effectively and efficiently to deliver the curriculum, improve all pupils' outcomes and to enable school improvement and development whilst complying with local authority requirements and financial regulations.
- Working with the EHT, oversee the management, security and development of the school buildings, grounds and equipment to provide an inspiring and safe environment for pupils, staff and members of the school community in line with the curriculum, the School's policies, legislation and the School's development plan.
- Working with the EHT, ensure staff work in compliance with the School's health and safety policies, safe systems of work, health and safety legislation, ensuring the safety of all parties including members of the public whilst on school premises or elsewhere whilst partaking in school activities or duties.
- Working with the EHT and Trust ICT Strategy Manager, oversee the deployment, maintenance, safe use and development of the School's IT and online platforms and resources to enable curriculum delivery and enhance learning and also the effective and efficient management of the School.

#### **5. Strengthening partnerships as part of a wider self-improving system**

- Ensure parents/carers/families and pupils are well informed about the School's direction and priorities, individual pupil progress and attainment and how to support learning thereby forging a close partnership which will improve learning outcomes.
- Work closely with the Executive Headteacher and other Trust leaders to improve School and Trust outcomes and enhance collaborative learning and partnership with all other Trust schools.
- Continue to develop the distinctive partnership with like-minded schools to shape our ethos curriculum and values. Build, develop and maintain new and existing partnerships in the local community and with local schools (including the School Improvement Groups) to enhance and enrich provision and learning, benchmark school improvement, ensure effective pupil transitions and to share resources and costs.

#### **6. Ensuring accountability: leading the self-improving school**

Working with the EHT, ensure all staff have clearly defined accountabilities which are agreed, understood and regularly reviewed.

- Promote the value and importance of internal and external accountability.
- Provide clear information, objective advice and support to the Local Governing Body and Governors to enable them to perform their core functions and statutory responsibilities.
- Provide an accurate and coherent account of the School's performance and financial management tailored to the needs of a range of audiences and Ofsted to enable internal and external accountability.
- Ensure that all school policies, procedures or systems comply with DfE/ESFA requirements and relevant legislation.

#### **7. Teaching Commitment**

- To teach 6-9 hours per fortnight (12% - 18%)

**General  
Commitment**

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the Trust's vision
- High ethical standards
- Relating positively to and showing respect for all members of the Trust and wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection (KCSIE 2022)

The Headteacher will carry out his/her professional duties in accordance with, and subject to, the national standards for Headteachers, and with education and employment legislation. The Headteacher may be reasonably required to carry out further responsibilities in discussion with the Governing Body. The job description will be reviewed annually as part of the Headteacher's performance management.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher.

This job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.



# Barton Manor School Headteacher Person Specification



The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description.

The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references. To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

Criteria	Essential	Desirable
Qualified teacher status	X	
A Degree or equivalent	X	
Evidence of recent and ongoing professional and leadership development for the role of Principal such as holding or working towards the NPQH or other equivalent courses	X	
Successfully completed appropriate Child Protection (training to L3 desirable)	X	
Recent successful leadership as a Headteacher in a secondary school		X
Recent successful leadership as a Deputy/Vice-Principal role in a secondary school	X	
Evidence of an effective relationship(s) with governing bodies and an understanding of how to enable and support them in performing their core functions and statutory responsibilities	X	
Experience in shaping and steering the strategic direction and governance of a school	X	
Design and implementation of school development plans	X	
Experience of developing an inclusive school enabling pupils' moral and spiritual growth within a school setting	X	
Track record of successful delivery of school development and improvement with measurable impact in more than one school	X	
Up-to-date with a range of wider developments impacting on secondary education and prioritises and acts on them based on their significance for the school	X	
Significant teaching experience through employment at a senior level in more than one school	X	
Significant teaching experience through employment within three key stages	X	
Strong knowledge and understanding of all three key stages in the secondary phase and the National Curriculum	X	
Significant experience of assessing, evaluating and reporting on the quality of teaching standards across the curriculum	X	
Track record of setting high expectations and aspirations and improving all pupils' progress and attainment (including SEND and Pupil Premium)	X	
Significant experience and skill in using internal data, external benchmarks and target setting to improve all pupils' outcomes and address weaknesses	X	
Experience of designing, implementing and evaluating a broad, balanced and engaging Secondary curriculum across all key stages and enabling extra-curricular opportunities	X	

Knowledge and application of leading and innovative external practice in teaching and evidence-based research to improve learning outcomes	X	
Track record of developing, implementing and evaluating effective behaviour management strategies and policies to establish and maintain high standards	X	
Evidence of promoting equality and inclusivity in school and fostering an understanding and respect for difference across school life and the curriculum	X	
Experience of developing and implementing safeguarding policy and procedure in school to promote the welfare of children	X	
Experience of leading the curriculum development in a specific subject	X	
Significant experience of leading and line managing teaching staff at secondary level	X	
Experience of leading and line managing teaching assistants and support staff in school	X	
Track record of inspiring, challenging, motivating and empowering teams and individuals to achieve high goals and continuous improvement creating and sustaining a positive and supportive school culture	X	
Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development in school	X	
Experience of performance management creating clear accountability for outcomes and tracking progress and results	X	
Experience of setting and managing budgets and cost control	X	
Experience of strategic financial planning to enable school improvement and development		X
Experience of managing and developing school buildings, grounds and equipment to provide an inspiring and safe environment		X
Experience of developing and reviewing school policies, procedures and systems to ensure they meet the needs of the School and comply with statutory regulation and legislation (such as health and safety, GDPR and employment)	X	
Experience of overseeing the development and deployment of a range of IT platforms and new technologies to enhance learning and the management of the school	X	
Significant experience and skill in communicating, building and maintaining positive partnerships with parents/carers/ families to improve learning outcomes	X	
Experience of, commitment to and an understanding of how to nurture and develop the School's partnerships	X	
Experience of proactively developing collaborations with other schools, organisations and the local community to enhance and enrich learning and share resources/cost	X	

## Application Process

- Closing date for applications is Wednesday 1 February at 9am.

Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

If you wish to discuss this post please contact Mrs Light, PA to the Executive Headteacher & Headteacher, [rlight@bartoncourt.org](mailto:rlight@bartoncourt.org)

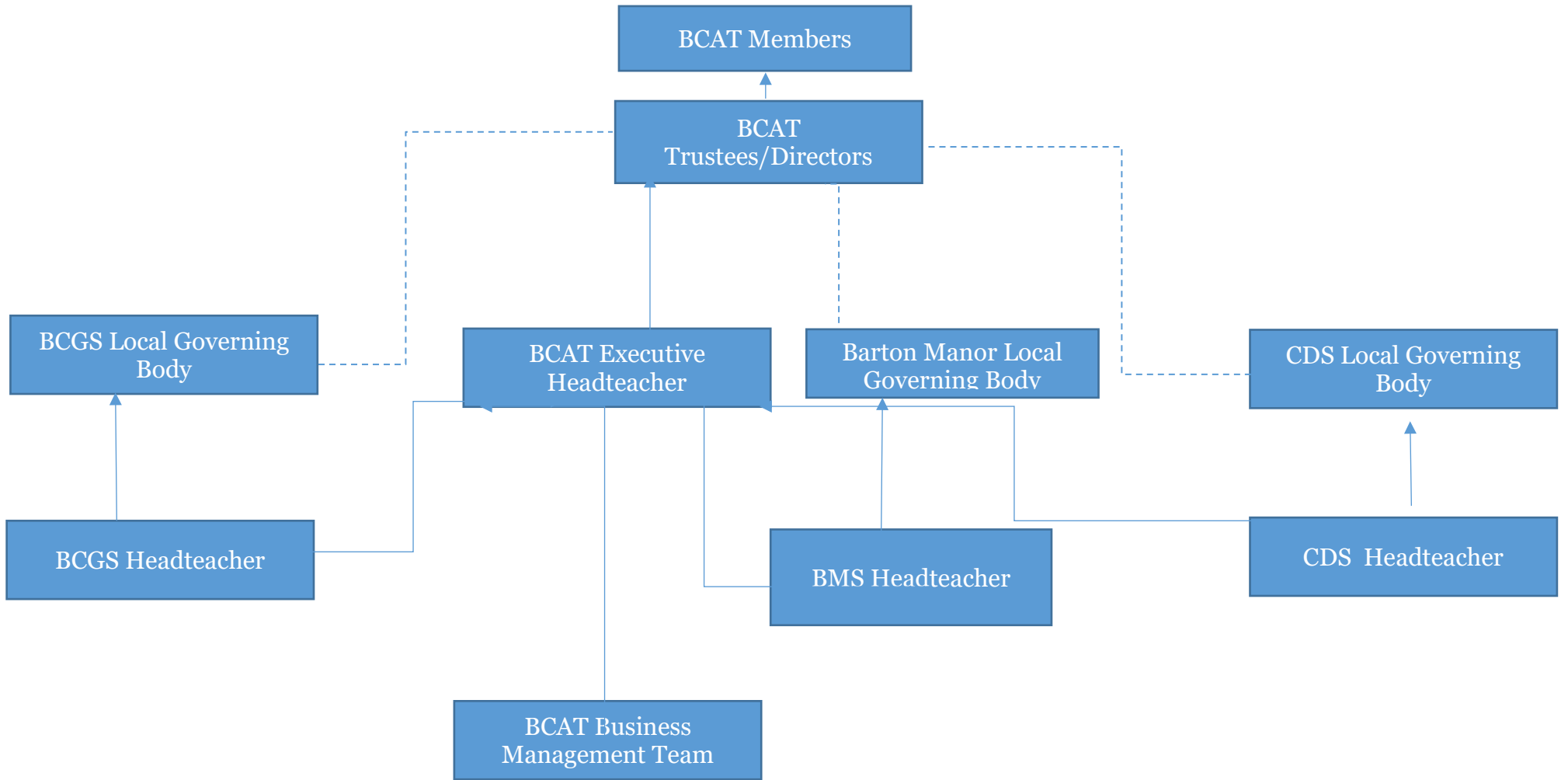
Please email your application to:

Mrs Roberta Light  
PA to the Executive Headteacher & Headteacher  
c/o Barton Court Grammar School  
Longport  
Canterbury  
CT1 1PH

[rlight@bartoncourt.org](mailto:rlight@bartoncourt.org)



# Barton Court Academy Trust (BCAT) Omnigraph



**Kirstin Cardus, Executive Headteacher**

Trust: Strategic leadership, Operational leadership, Finance, Personnel, ICT strategy, Site

**New Post  
Headteacher**

**Richard  
Morgan**

Trust Senior  
Deputy  
Headteacher  
Safeguarding  
Personal  
Development  
Behaviour &  
Attitudes  
Attendance,  
Pupil Premium

**Caro Benard**

Trust Senior  
Deputy  
Headteacher  
Quality of  
Education:  
Implementati  
onMETAL,  
CPD

**Owen Mitchell**

BCGS & BMS  
Senior Assistant  
Headteacher  
Quality of  
Education:  
Intent &  
Impact; ARR;  
Timetable  
Exams, School  
calendar

**Holly Stanley**

Assistant  
Headteacher  
(Ks3)  
Safeguarding  
Personal  
Development  
Behaviour &  
Attitudes  
Attendance  
PSHEE, Pupil  
Premium  
CEIAG

**Dan Long**

Trust SENCO  
SEN  
provision

**Mitch  
Halpin**

Trust Deputy  
SENCo  
Whole  
School  
Enrichment

**New Post  
Assistant  
Headteacher:  
SENCo**

SEN Provision  
Pupil Premium  
EAL Provision  
Gifted & Talented  
Whole School  
Enrichment