



# The Bolder Way

Recruitment Pack  
**Headteacher**





# A Bolder Future Awaits...

**The governors of Bolder are delighted to be offering you this bold new opportunity to take the next exciting challenge in your career as our Headteacher.**

Our current Headteacher is also our founding Head and we have been enormously privileged to work alongside her to open and grow a school that was conceived by Hounslow Headteachers in response to the wishes of our community of Hounslow families for a mixed, non denominational school in the Isleworth area. Bolder was a bold dream and is now a wonderful reality - a thriving, happy, and ambitious school. Our recent OFSTED judged us to be good with outstanding for personal development. Your next step will help to ensure the future remains bright and our values remain strong for the benefit of all who work and learn with us.

Opened in 2018, this September all years of the school will finally be teeming with life from years 7 to 13. The energy and enthusiasm for living and learning is palpable from our teachers, our students and the communities who support us. We have been fortunate to have the support of SKY from our inception and we are now the best of neighbours. Their input has allowed us, amongst many things, to access their specialist skills sets to enrich the learning experiences of our students. Our governing body is strong established and brings to the leadership of the school a wealth of experience and an impressive range of skills. We very much look forward to welcoming a new Head and ensuring the very best possible transition. Bolder is a key partner in Hounslow Education Partnership.

I am currently the Chair and I have been part of the school from the very start, when it was a mere vision on pieces of paper and I am enormously proud of what has been achieved. We always wanted a creative school built around a strong set of values that have proper meaning. We wanted values that allowed the leadership of the school to build a special place that is welcoming to all and finds the strengths to develop and grow each of our students and staff as individuals.

Bolder is a fantastic place to work and a wonderful place to lead with love and flair. If your leadership values are to be kind, to be strong and to be brave then your future is here with us as Headteacher of Bolder.

If you would like to discuss the role with me, or have any questions ahead of submitting your application, please contact Lorraine Rice, HR Manager, on [Lrice@bolderacademy.co.uk](mailto:Lrice@bolderacademy.co.uk) to organise a virtual meeting or phone call. I look forward to meeting you.

**Victoria Eadie**  
Chair of Governors



# The **Bolder** Way

**Thank you for considering the role of Headteacher at Bolder Academy. Our school is a place where being kind, strong, and brave is at the heart of everything we do.**

As the founding Headteacher, I can honestly say that I have loved every moment of my role, and I am sure that you will too.

We take great pride in serving our local community and delivering strong academic outcomes to all students. We are also proud of our exceptional enrichment opportunities.

Bolder Academy is a place where innovation is welcomed and encouraged. We enjoy a great relationship with Sky and other vital community partners to achieve our goals.

Our school is a happy place to work and study. Our staff and students share a strong sense of belonging, and they appreciate being part of the Bolder family.

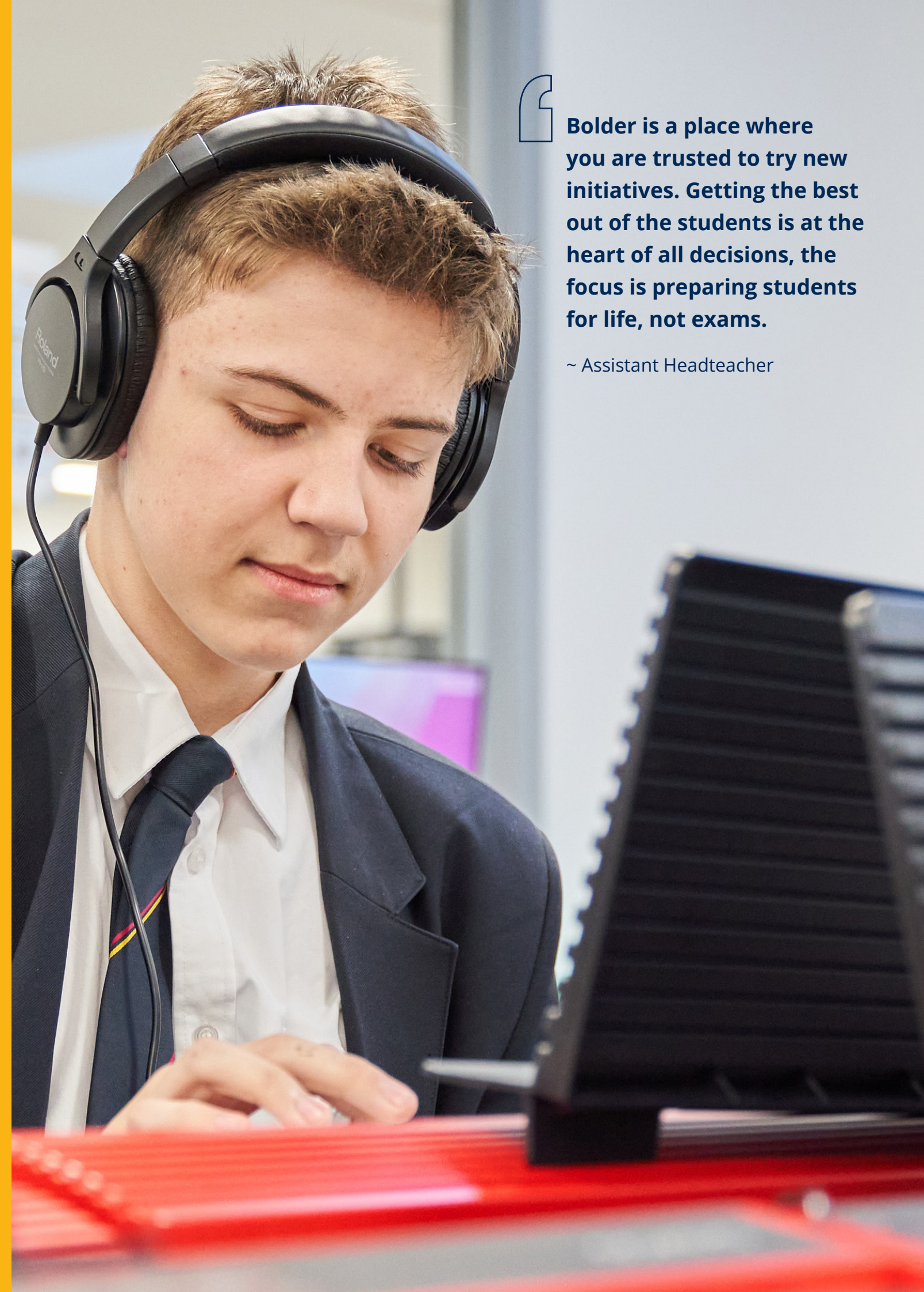
We are proud of our achievements to date, including a 'good' with 'outstanding' features in our first Ofsted inspection last year, strong GCSE results, and the establishment of an exciting new sixth form this year.

As I move on to take on a new challenge as an Executive Head and Director of Secondary Education in a MAT, I hope you will apply for the role at Bolder.

I know our staff, students, and governors will welcome you with open arms and ensure a smooth transition.

Wishing you all the best - be Bold!

**Heidi Swidenbank**  
Founding Headteacher



**Bolder is a place where you are trusted to try new initiatives. Getting the best out of the students is at the heart of all decisions, the focus is preparing students for life, not exams.**

~ Assistant Headteacher





## Our Vision

**Our vision is of a school where kind, brave, and strong students believe that anything and everything is possible.**

We achieve this by delivering an exceptional education together; where everyone can shine; where talents are unleashed and feel at home. Regardless.

Our values – **be kind, be strong, be brave** – are the bedrock of our school.





## Staff Development and Progression

**Managing our staff development and progression is fundamental to nurturing our vibrant educational community.**

We offer an array of CPD opportunities, tailored to meet the evolving needs of our staff. Collaboration and mentorship are integral components, fostering a culture of shared learning and support among colleagues. Additionally, we promote a culture of reflective practice, encouraging educators to continuously assess and refine their teaching methodologies to enhance student outcomes. Through structured feedback mechanisms and performance evaluations, we provide constructive guidance and recognition of achievements, facilitating career advancement and job satisfaction. By investing in the development of our staff, we not only ensure the delivery of high-quality education but also cultivate a community of lifelong learners dedicated to excellence in teaching and learning.

**Leaders value high-quality professional development. They support staff workload and wellbeing.**

~ Ofsted

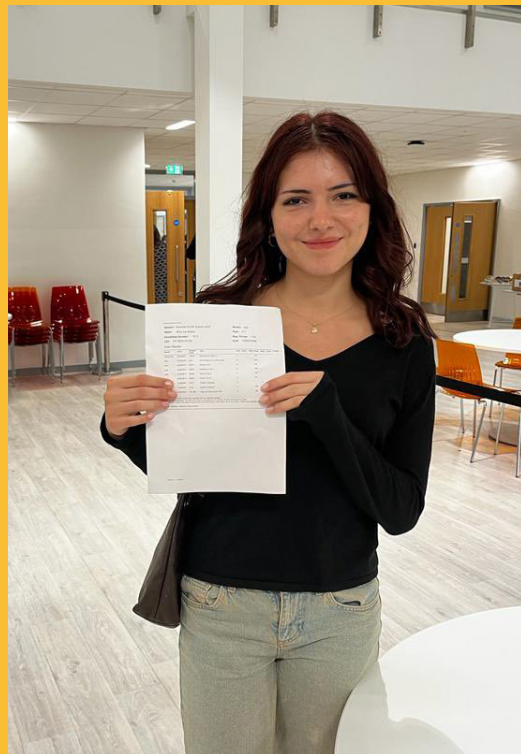




# Progress and Outcomes

**At Bolder, we employ a combination of qualitative and quantitative measures to gauge the progress and outcomes of our students, including academic performance data, teacher evaluations, stakeholder feedback, and observations of classroom practices.**

Additionally, we place emphasis on assessing non-academic outcomes such as student well-being, engagement, and social-emotional development through surveys, focus groups, and behaviour tracking. By employing a holistic approach to evaluation, we are able to adapt strategies and allocate resources effectively to meet the diverse needs of our school community while striving for excellence in education.



**I love working at Bolder: it is a place of innovations, where teachers are not afraid to try something new, think of creative solutions and be dynamic.**

~ Head of Department







## Sixth Form

**In September 2023, Bolder Academy successfully launched a new post-16 provision in the heart of Hounslow. The Bolder Sixth Form offers students a family atmosphere with small class sizes allowing teachers to make all students a priority and provide them with bespoke academic challenge.**

Students studying at Bolder Sixth Form can follow a more traditional pathway choosing from a range of A-level subjects including Maths, English, the Sciences, Product Design, Art, BTEC sport, History, Computer Science, French and Spanish.

In addition, Bolder Sixth Form offers an exciting and unique pathway through its elite Sports Academy programme which specialises in Cricket & Netball. This provides talented students with a unique blend of academic study (A level or vocational), six to eight hours of expert sports coaching, personalised training and high-quality competition. Thanks to our amazing partnership with Sky Sports, students also benefit from coaching masterclasses from elite sportspeople and get to meet, as well as play alongside, their sporting idols in person.

At Bolder Sixth Form expectations are high both in and out of the classroom; with half of students completing both Gold Duke of Edinburgh and EPQ qualifications. Alongside their studies, students are provided with continuous enrichment through the 'Bold Futures' programme every Wednesday afternoon where students have the opportunity to build skills beyond the curriculum including networking with Sky. A particular highlight this year has been a 6 week intensive masterclass on communication and presentation skills delivered to students from the communication team at Sky!



# Application Process

**“We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create.” - Peter Hyman, School 21**

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, and brilliance.

As Headteacher, you will play an integral part in developing the Academy's culture. You will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

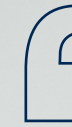
Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application form.

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please complete the teaching application form which can be found on the website: [www.bolderacademy.co.uk/vacancies](http://www.bolderacademy.co.uk/vacancies)

We fully encourage visits to the school. Please contact Lorraine Rice, HR Manager, on [lrice@bolderacademy.co.uk](mailto:lrice@bolderacademy.co.uk) to organize a suitable time for a tour.

## **Timeframe for Recruitment**

The deadline for applications is **Monday 13th May**. Interviews will be held on 20th May 2024 and, for shortlisted candidates, on 21st May 2024.



**I really appreciate the dialogue at Bolder about workload and wellbeing - it's much better than at any other school I have worked at!**

~ Teacher





# Job Description

## Job Purpose

### Overview

As Headteacher, to provide the leadership and management necessary to secure high quality teaching and learning to ensure achievements are high.

### Core Purpose of the Headteacher

To provide professional leadership in securing the Academy's success, ensuring high quality inclusive education for all its students and good standards of learning and achievement.

The Headteacher is the leading professional in the Academy. Working with the Governing body, the Headteacher will lead and direct the Academy to ensure that it continues to provide an outstanding quality of education. The Headteacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices and for ensuring that resources are efficiently and effectively used to achieve the Academy's aims and objectives. The Headteacher should also secure the commitment of the wider community by developing and maintaining effective networks with, for example, other schools, higher education institutions, employers and careers services. The Headteacher is responsible for creating a productive, disciplined learning environment and for the day-to-day running, management, organisation and administration of the Academy.

## Main Areas of Responsibility

### The Headteacher's effective leadership will result in an academy where:

- There is a positive ethos that reflects the Academy's commitment to high achievement, effective teaching and learning; good relationships and to upholding our values of Being Kind, Being Strong and Being Brave.
- Staff, governors and parents/carers have confidence in the leadership and management of the Academy;
- Staff and governors recognise their accountability for their tasks and contribute fully to the development and successful implementation of policies and practices;
- The life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life;
- Effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development;
- Efficient and effective use is made of staff, accommodation and resources;
- Delegated responsibilities to ensuring that finance and administration are effective and the carefully costed development plan is focused on improving educational outcomes.

### Parents and carers' who:

- Enjoy an effective partnership with the Academy which contributes to their child's learning;
- Understand and support the work of the Academy;
- Are kept fully informed about their child's achievements and progress.

## Skills and Attributes

**Leadership skills – the ability to lead and manage people to work towards common goals.**

### The Headteacher should be able to use appropriate leadership styles in different situations to:

- Create a secure commitment to a clear vision for an effective school;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and coordinate the work of others;
- Build, support and work with high-performing teams;
- Work as part of a team;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire pupils, staff, parents/carers, governors and the wider community;
- Set standards and provide a role model for pupils and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

### The Headteacher should have the professional competence and expertise to:

- Command credibility through the discharge of his or her functions and to influence others;
- Provide professional direction to the work of others;
- Make informed use of inspection and research findings;
- Apply good practice from other sectors and organisations.

### Decision making skills: the ability to investigate, solve problems and make decisions. The Headteacher should:

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- Demonstrate good judgment.

### Communication skills: the ability to make points clearly and understand the views of others. The Headteacher should:

- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.

### Self-management skills: the ability to plan time effectively and to organise oneself well.

#### The Headteacher should:

- Prioritise and manage time effectively;
- Work under pressure and to deadlines;
- Achieve challenging professional goals;
- Take responsibility for own professional development.

### Attributes

- Personal impact and presence;
- Adaptability to change circumstances and to new ideas;
- Energy, vigour and perseverance;
- Dedication, hard work and commitment;
- Intellectual ability;
- Reliability and integrity;
- Resilience;
- Sense of humour.



## **The Headteacher should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:**

### **Key areas of headship**

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Headteacher will work with Governors, the Senior Leadership Team and other colleagues in relation to the following five key areas. The Headteacher should also understand the roles of others in the academy as set out in the national standards and should support them as appropriate in fulfilling those roles.

### **Strategic direction and development of the Academy**

The Headteacher working with the Governing Body should develop a strategic view for the academy in its community and analyse and plan for its future needs and further development within the local, national and international context.

### **The Headteacher should:**

- Lead by example, provide inspiration and motivation and embody for the students, staff, governors and parents the vision, purpose and leadership of the Academy;
- Create an ethos and provide educational vision and direction that secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life, and secure the commitment of parents and the wider community to the of The Academy;
- Create and implement a strategic plan underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- Ensure that all those involved in the Academy are committed to its aims, motivated to achieve them, and involved in meeting long-, medium- and short-term objectives and targets that secure the educational success of the Academy;
- Ensure that the management, finance, organisation and administration of the Academy support its vision and aims;
- Ensure that policies and practices take account of national, local and school data and inspection and research findings;
- Monitor, evaluate and review the effects of policies, priorities and targets in practice and take action if necessary.

## **Teaching and Learning**

### **The Headteacher should:**

- Create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to meet the standards set out in the professional development framework;
- Determine, organise and implement the curriculum and its assessment;
- Monitor and evaluate them to identify and action areas for improvement;
- Ensure that improvements in English, Maths and information and communications technology are priority targets for all pupils, including those with special educational needs;
- Ensure that pupils develop study skills to learn more effectively and with increasing independences;
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, to set and meet challenging, realistic targets for improvement;
- Create and promote positive strategies for developing good race relations and dealing with racial harassment;

- Develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

## **Leading and managing staff**

### **The Headteacher should lead, motivate, support, challenge and develop staff to secure improvement. The Headteacher will:**

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- Plan, allocate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- Motivate and enable all staff in the Academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- Lead professional development of staff through example;
- Support and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate (for example, higher education, and subject associations);
- Understand the expectations of other staff and ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the statistics for teaching;
- Sustain motivation and that of other staff;
- Ensure that professional duties and conditions for employment as set out in the School Teachers' Pay and Conditions document, including those for the Headteacher, are fulfilled.

## **Quality**

### **The Headteacher should:**

- Develop, maintain and operate appropriate systems of quality assurance in all aspects of the academy's operation.
- Efficient and effective deployment of staff and resources
- The Headteacher should deploy people and resources efficiently and effectively to meet the specific objectives in line with the strategic plan and financial context by:
- Working with the Governors and senior colleagues to recruit staff of the highest quality;
- Working with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided;
- Setting appropriate priorities for expenditure and ensuring effective administration and control;
- Managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

## **Accountability**

### **The Headteacher should:**

- Provide information, objective advice and support to the Governing Body to enable them to meet responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the Academy;
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences, including governors, DfE, the local community, Ofsted, the LA and others to enable them to play their part effectively;
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the Academy's targets for improvement.



# Person Specification

Attributes	Description	Desirable
<b>Qualifications (1, 4)</b> <b>Experience (1, 2)</b>	<p>Qualified Teacher Status, Degree, Further relevant professional studies.</p> <p>Senior Leader in a Secondary school</p> <p>Leadership in curriculum development and in monitoring and evaluation strategies.</p> <p>Proven track record of raising attainment in an urban, multi-ethnic environment.</p> <p>Track record of raising standards in English and Mathematics and good knowledge of raising standards in Literacy and Numeracy.</p> <p>Good understanding of inclusion.</p> <p>Leadership in staff development.</p> <p>Some experience of budget management.</p>	<p>Relevant Further Degree or NPQH.</p> <p>Management experience in more than one school, leadership in pastoral and curriculum development.</p> <p>Successful experience of raising the attainment of a range of ethnically diverse students.</p> <p>Working with a school in challenging circumstances.</p> <p>Involvement with academy specialisms.</p> <p>Creation of strong links with the local community.</p>
<b>Knowledge, Skills &amp; Abilities (1, 2, 3, 5)</b>	<p>Thorough knowledge and understanding of current curriculum developments and how pupils learn.</p> <p>Understanding of principles and demonstrable application of school improvement and school effectiveness.</p> <p>Demonstrable ability to plan strategically, to lead, motivate, develop and inspire staff, and to manage change.</p> <p>Demonstrable commitment to equality of opportunity and inclusive education.</p> <p>Understanding of how academy specialisms can motivate and develop pupils.</p> <p>Understanding of multicultural issues in the context of the secondary school.</p> <p>Knowledge and understanding of principles and practices of performance management for all staff within an academy setting.</p> <p>High-level ability to analyse and interpret pupil performance data and set challenging but realistic targets.</p> <p>Ability to ensure an ethos and structure for sound discipline which enables all pupils to achieve.</p> <p>Leading on action planning evaluation.</p> <p>Ability to work effectively as part of the academy team and with governors, pupils and parents.</p> <p>Ability to work effectively with members of the local community in developing the academy as a community resource.</p> <p>Ability to communicate orally and in writing to a variety of audiences.</p>	<p>Understanding of issues related to challenging schools.</p> <p>Understanding of delivering a community education provision.</p>
<b>Equality Issues (2, 5)</b>	<p>Demonstrable knowledge and understanding of equality issues and legislation.</p> <p>Able to integrate quality policies into service delivery and employment practices.</p>	
<b>Other Requirements (1, 2, 5)</b>	<p>Ability to work under pressure and be resilient in the face of challenge.</p> <p>Ability to prioritise.</p>	<p>Experience of working as part of a Federated or similar structure of associated schools.</p>

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job:

- Essential: without which candidate would be rejected
- Desirable: useful for choosing between two good candidates

#### Measuring attributes:

- 1 = Application Form
- 2 = Interview
- 3 = Test
- 4 = Proof of Qualification
- 5 = Practical Experience

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.



