



Candidate Briefing Pack

Principal



Corelli College Co-operative Academy is a vibrant centre of learning with the highest expectations for each one of our 1150 students. We are a diverse community where everyone is valued, respected and trusted, where we all work together and celebrate success. Students thrive within a culture of high aspiration, with no cap on ambition, building the skills to lead healthy, happy and successful lives.

According to our most recent Ofsted report, “Pupils’ personal development and welfare are strong. Pupils express eloquent support for the college, praising their teachers and the diversity of the community.” Here at Corelli College you will find “...an absolute commitment for rapid improvement from all leaders and governors” (June 2016).

Our Values:

We are founded on a set of values called the Cooperative values which many organisations across the world use as their guiding principles. We chose these values because we believe they will enable our students to become active and responsible citizens and make Corelli College a happy and productive learning community.



Our History:

Our school has the distinction of being Britain's first purpose-built comprehensive school. Opened to international acclaim in 1954, its architecture reflected the British feeling of recovery and optimism in the aftermath of World War II. Originally an all-girls' school, Kidbrooke Comprehensive School for Girls, it was officially opened on 15th June 1955 by Countess Mountbatten of Burma.

From 1982 Kidbrooke started admitting boys to become co-educational, in order to compete with the other mixed comprehensives in the area. It changed its name from Kidbrooke School to its present Corelli College Co-operative Academy when it became an academy in September 2011.

Our future:

At present Corelli College is in advanced discussions with Leigh Academies Trust regarding joining the Trust in late 2017. By joining the Trust we hope to accelerate our improvement and ensure strong foundations for future growth and success. We also believe that being part of the Trust will enable us to work more collaboratively with other academies within the Trust as well as share resources that will ultimately benefit our students and the community that we serve.

Leigh Academies Trust

Leigh Academies Trust is a non-profit charitable company limited by guarantee based in the South East & Kent and Medway. The Trust supports and assists schools to build upon existing strengths and achieve rapid educational transformation. It includes both sponsored academies and schools which have chosen to convert to academy status. Our mission is clear as we are:



“Shaping Lives, Transforming Communities”

Our Values:

- **We care** – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.
- **We have boundless ambition** – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- **We work together** – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- **We keep getting better** – using our ‘can-do’ attitude towards continuous improvement and innovation.

What makes us distinctive:

- Small-school, ‘human-scale’ education to personalise the educational experience;
- We have an Excellence Charter that all academies are committed to delivering which goes beyond the standard expectations so that our students get the best possible education that prepares them for success as adults;
- An enterprising culture to create close partnerships with industry and other educators.

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions;
- Innovative approaches to teacher recruitment and retention;
- Fast track development of leaders for internal promotion opportunities;
- Central reserves protect individual school budgets;
- Substantial investment in cross-Trust initiatives to improve teaching and learning;
- Close collaboration between senior leaders across the Trust;
- Integration of primary and secondary approaches into all-through education;
- Adequate scale to design and test new delivery models as government policies, rules and measures change;
- High quality strategic governance with wide business & professional experience.



The Role

Role: Principal

Salary: Highly Competitive + Healthcare + Bonus

Commencing: January 2018

It is an exciting time at Corelli College as we embark on the next stage of our school's journey looking to build on our past successes and embrace opportunities for change.

To join us on this journey we are seeking to appoint an experienced senior leader who can build a unique and inspirational place of learning. Our ideal candidate will be an existing Principal or exceptional Deputy Principal with considerable experience of running a large and diverse inner-city secondary school. We are looking for an exceptionally talented leader who will use their energy and vision to make a real impact, achieving outstanding outcomes for our students and ensuring as soon as possible that the school is recognised as a good school with outstanding leadership.

The appointed candidate will already be a talented senior leader of a successful secondary school with real ambition to improve the life chances of our students regardless of their background.

Corelli College is an amazing school filled with students keen to learn and proud of their school. The successful candidate will continue to develop this ethos and ensure that Corelli College is the school of choice for the local community.

You will receive encouragement, support and guidance not only to develop the school but also your own career. We wish to hear from you if you really want to change our education world and are:

- an enthusiastic, energetic and ambitious school principal with a track record of success at secondary level;
- a motivational and aspirational leader with high expectations of staff;
- confident and able to communicate a clear vision for the school;
- able to develop children to reach their full potential regardless of background or circumstance;
- approachable and keen to work with others outside the school to ensure wide success;
- able to establish and develop excellent relationships with the community and other stakeholders.

What we can offer you;

- a competitive salary in line with the best schools in London along with private healthcare and an opportunity to earn a performance bonus;
- the opportunity to lead a large school to good status supported by a dedicated academy leadership team;
- the chance to shape the future of the school and lead it to join an academy trust that can support its growth.



Application Process

Interested applicants are required to send their CV with covering letter outlining their suitability for the role directly to Richard Taylor (HR Director for Leigh Academies Trust) on richard.taylor@latrust.org.uk. If you wish to arrange a tour of the academy ahead of your application or a confidential conversation with the Trust's CEO, Simon Beamish, this can be arranged by contacting Olivia Couzins (Talent & Resourcing Manager for Leigh Academies Trust) on olivia.couzins@latrust.org.uk.

Please note that the closing date for this position is **Wednesday 20th September 2017**. All applications will be personally acknowledged on receipt and we will notify candidates if they have been successful in gaining an interview on 22nd September 2017.

Interviews and associated assessment activities are scheduled for **Tuesday 26th September 2017** and successful candidates from day one will be invited back to a final day on **Friday 29th September 2017**. Candidates are asked to ensure that both these days are provisionally kept clear.



Performance Profile

Position: Principal

Academy: Corelli College

Main purpose of role

The Principal is expected to provide the leadership and management necessary to secure high quality teaching and learning and to raise standards of achievement and behaviour across the school.

Expected Performance

Effective leadership where:

- a positive ethos reflects high achievement, effective teaching & learning and good relationships with students, parents, partners and the local community;
- staff, governors, sponsors, students and parents respect the academy leadership;
- staff and governors recognise their responsibility for contributing fully to the successful implementation of school 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 in a modern digital world;
- expectations and support are high for all vulnerable groups;
- the welfare of students is safeguarded at all times;
- there is a clear Academy Performance Agreement in place and reviewed regularly to ensure continuing progress toward planned outcomes;
- efficient and effective use is made of staff, accommodation and resources;
- good value for money is provided and finances are well managed.

Students who:

- make progress in relation to their prior attainment to expected or better than expected levels;
- achieve outcomes that reflect their full potential across all subject areas in a consistent manner;
- make the most of academy extra-curricular activities and specialisms;
- are well prepared for assessments and necessary examinations;
- are enthusiastic about the subjects they study and highly motivated to learn more;
- take responsibility for themselves, their learning and the academy environment;
- contribute to maintaining a purposeful working environment through their attitudes and behaviour.

Teachers who:

- have a secure knowledge and understanding of their subjects and the overall learning process;

- set high expectations for all students and for themselves;
- plan lessons and learning that address the needs of all students within the class;
- employ the most effective approaches for every group of students;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work;
- reinforce and extend students' learning through setting consistent and challenging personal study tasks;
- understand the importance of a regime of rules and discipline;
- are systematically monitored, evaluated and supported in their work.

Staff in general who:

- enjoy coming to work;
- are inspired and motivated to reach their full potential for the benefit of the academy regardless of their role;
- are fully engaged with the direction and activities of the academy, willing to go the extra mile whenever necessary;
- are resilient to the everyday challenges of academy life and are supportive towards each other at all times;
- have their performance assessed regularly via a variety of methods and obtain constructive feedback on areas to improve as well as praise for achievements;
- communicate openly and clearly at all times;
- are supported in their career development and encouraged to progress.

Parents who:

- understand how an effective partnership with the academy contributes to their child's learning and happiness;
- endorse and assist the objectives of the academy and cluster as a whole;
- are kept fully informed about their child's achievements and progress and other developments across the school;
- know how they can support and assist their child's progress.

Governors who:

- give generously of their time, experience, ideas and contacts to assist leaders;
- hold academy leaders to account for quality of education, standards and finance;
- understand that their role is not to become involved in management;
- fulfil their statutory responsibilities.



Person Specification

We seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do.

When we recruit we look for specific experiences and qualities. However, we also value diversity because we recognise the importance of people bringing their own backgrounds, experiences, perspectives and ideas to the academy.

Our ideal candidate will already be a serving and experienced principal of a large and diverse inner-city secondary school.

For the role of Principal we would expect candidates to demonstrate:

- passion for continuous personal and social improvement by self and others;
- professional integrity and respect for the opinions and circumstances of others;
- personal impact and presence with all stakeholders;
- leadership ability to inspire and motivate staff and students;
- excellent interpersonal and communication skills;
- passion for raising secondary and post 16 achievement and solid understanding of what constitutes an outstanding school;
- significant leadership and management experience in a similar role;
- creative and innovative skills in finding new solutions;
- strong relationships with governors, sponsors, parents and other stakeholders;
- willingness to share knowledge and work collaboratively with other academies;
- abundant enthusiasm and energy;
- ability to think reflectively and adapt well to change;
- resilience and the ability to remain calm and consistent under pressure;
- reliability and ability to meet deadlines;
- sense of humour;
- effective organisational skills;
- excellent ICT skills.