



**GEORGE
SALTER
ACADEMY**



PRINCIPAL RECRUITMENT PACK

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Introduction

Thank you for the interest you have shown in the position of principal at George Salter Academy. We hope the information in this pack will be helpful to you and convey exactly what we are looking for – an exceptional leader who shares our vision and is fully committed to excellence in all aspects of teaching and learning for the benefit of all our students and their families.

George Salter Academy in West Bromwich is a mixed comprehensive school for 11- to 19-year-olds. The academy recognises students as individuals, each with different needs and interests and students are encouraged to follow curriculum programmes suited to their interests and academic and personal abilities.

The Academy, has been on a rapid journey of improvement since it opened in 2015, under the sponsorship of Ormiston Academies Trust (OAT). In May 2017, it was rated 'Good' by Ofsted, recognising how far it has come in enhancing opportunities for students and ensuring that they receive a high standard of education and are well-prepared for the world of work.

The academy achieves strong results, in 2017 at GCSE more than half (51%) achieving the Government's new headline measure in both English and maths, despite this being the first year of the new tougher exams. This year students also had particular success in English with 76% achieving a Grade 4 or better. This was up on the equivalent proportion last year when the old Grade C was still in place. 51% of students also achieved at least a Grade 5 in English – defined by the Government as a 'strong pass' or better. Students make particularly good progress within English however, mathematics require further improvements.

The George Salter Academy post-16 centre, known as 'Salter Sixth', has been open since September 2015, offering a range of courses for both Level 2 (GCSE) and Level 3 (AS and A2) students, and everything in between. In 2017 students achieved a 98% pass rate at A-Level with 75% of sixth form students achieving A*–C grades. Students undertaking vocational qualifications also achieved fantastic results, and the average grade achieved was a Distinction. The progress score for 2017 for all academies post-16 qualifications was above average at 0.23.

The academy has also benefited from a major refurbishment, undergoing a £12 million programme of building improvements, as well as the development of high quality sports facilities, which are now some of the best in the area, benefitting both students and the wider community. Most recently, the academy has seen the completion of two new 3G pitches, developed with funding from the Football Foundation and Sports England. These state-of-the-art pitches can be used for a range of sports but provide an optimum surface for football.

George Salter also offers a wide range of extra-curricular activities including sports and art clubs, to cater to students' different interests and hobbies. All students are encouraged to get involved and find their passion, through its whole school extra-curricular programme. The academy is also committed to giving staff and students opportunities to learn both inside and outside the classroom. Initiatives include the provision of 'Flexible Learning Days', where the student's timetable is collapsed, allowing subjects to be delivered in a new, dynamic ways and helping students to develop a range of vital skills in preparation for the world of work. This has enabled staff to bring the curriculum to life through trips, using external speakers and presenting topics in a vibrant and exciting way.

George Salter Academy extends its warmth to its community, offers very impressive programmes of events in the evenings, at weekends and/or during holidays for all age groups.

I hope you enjoy reading about George Salter and if you feel you can deliver what we are looking for, please submit your application to reach us by 5.00pm on 4 December 2017. We encourage you to contact us for an informal discussion about this role. Please see details in *How to Apply* on page 10.

Dr Paul Hann, OBE
Chairman, Ormiston Academies Trust

THE SPONSOR

Ormiston Academies Trust

Ormiston Academies Trust (OAT) is a leading, not-for-profit, multi-academy trust which has been sponsoring primary and secondary academies across the country since 2009, which champions the academic achievement and all-round development of the 26,000+ young people it serves.

OAT's vision is to provide students with access to the highest academic, social and practical skills required to achieve their full potential. Working across the country in 30+ academies, OAT is determined to become the Trust that makes the biggest difference, both inside and outside the classroom. It has always tackled the toughest challenges in education and is now moving to the next level, so that even more children and young people can benefit from the high-quality education within the network.

Our academies work as a team to support improvement and to make sure that students are getting the education they deserve. One thing that always impresses me about the OAT family of academies is how effectively they collaborate both within and across local authority boundaries.

OAT has a central office in Birmingham and works closely with its 30+ academies throughout England, clustered into North, East, West and South regions. The senior team has a proven track record of designing and executing high-quality education at national, regional and institutional levels. This team is overseen by a board with a wealth of national experience and expertise in business and education policy-making, delivery, governance and finance.

Strong and aspirational leadership is central to our academies' success, and OAT has always developed new leaders from within, with nearly a third of OAT academy leaders home grown. Additionally, to enhance the strength of our own talent, we recruit high-quality, external academy leaders with experience of raising aspirations, and ensuring the highest standards of performance and behaviour. OAT is also proud to have a number of academy leaders nationally recognised for their excellence, including five National Leaders in Education.

Achievement is always locally led but regionally and nationally governed, encouraged and supported, and the OAT approach seeks to combine a highly specialised hub with inspirational regional and institutional leadership. Individual academy leaders are trusted to make decisions based on their expertise and knowledge of their school. The small and expert central team works closely with academy principals and local governing bodies directly through a wide network of regional and local advisors.

Principals within the trust benefit from private health care, extensive CPD opportunities and performance related bonuses.

OAT is one of the leading academy sponsors in the country and is playing an increasingly significant role in the development and delivery of the education strategy nationally. With the school's academy status, successful applicants will be able to contribute to the further development of the network, as well as leadership of their own academy.

OAT is part of Ormiston Trust, a national charity formed in 1969 to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives.

To find out more about OAT, please visit the website at www.ormistonacademiestrust.co.uk.



In my first year as a principal the level of support I have received from Ormiston Academies Trust has been superb. Knowing expertise and support is available exactly when and where we need it is completely reassuring.

Rod Hughes, Principal, Ormiston Horizon Academy



RESULTS AND BACKGROUND

Background

George Salter Academy is an oversubscribed, multicultural 11–19 academy with over 1250 students on roll, including sixth form. It became an academy in September 2007 and is sponsored by Ormiston Academies Trust (OAT).

Almost two-thirds of the students are from minority ethnic backgrounds. A large proportion come from Indian, Bangladeshi and Pakistani backgrounds. Almost half of students in the academy have a first language which is not English. Almost half of students in the academy are supported by the pupil premium. The academy was rated as 'Good' by Ofsted in May 2017.

The academy achieves strong results, in 2017 at GCSE more than half (51%) achieving the Government's new headline measure in both English and maths, despite this being the first year of the new tougher exams. This year students also had particular success in English with 76% achieving a Grade 4 or better. This was up on the equivalent proportion last year when the old Grade C was still in place. 51% of students also achieved at least a Grade 5 in English – defined by the Government as a 'strong pass' or better. Students make particularly good progress within English however, mathematics require further improvements.

The George Salter Academy post-16 centre, known as 'Salter Sixth', has been open since September 2015, offering a range of courses for both Level 2 (GCSE) and Level 3 (AS and A2) students, and everything in between. In 2017 students achieved a 98% pass rate at A-Level with 75% of sixth form students achieving A*–C grades. Students undertaking vocational qualifications also achieved fantastic results, and the average grade achieved was a Distinction. The progress score for 2017 for all academies post-16 qualifications was above average at 0.23.

All of these results are remarkable and testament to the hard work of students, teachers, support staff and parents. We all have to work together to ensure that all young people achieve.

In a typical year, 80% of post-16 students apply to university. The overwhelming majority make successful applications; around a quarter secure places for undergraduate study at Russell Group institutions.'

It is the expectation of the academy that all students will achieve at least 95% attendance. Attendance at the academy improves year on year and as of October 2017 is at 96%.

Ofsted

The latest inspection took place 18-19 May 2017. The inspection was initially a monitoring visit (section 8 inspection) but converted to a full inspection (section 5 inspection). The judgements on George Salter Academy were:

- Overall effectiveness: Good (2)
- Effectiveness of leadership and management: Good (2)
- Quality of teaching, learning and assessment: Good (2)
- Personal development, behaviour and welfare: Good (2)
- Outcomes for pupils: Good (2)
- 16 to 19 study programmes: Good (2)

'The school's culture of safeguarding is exemplary. Pupils benefit from high levels of care and support.'

'Leaders make sure the curriculum meets the needs and aspirations of pupils and prepares them very well for the next steps in their education, training or employment.'

'Where teaching is most effective, teachers are lively and enthusiastic, which is infectious. As a result, pupils participate in lessons and are keen to learn.'

'Leaders make sure that high levels of care and support exist for pupils.'

'Leaders of post-16 provision have high expectations of students in the sixth form. Their leadership has a positive impact on teaching and outcomes. In 2016, students' overall outcomes in academic qualifications were well above the national average. Progress was outstanding in psychology, business, law and history and similar to the national average in many other subjects.'





JOB DESCRIPTION

Post: Principal for George Salter Academy

Reporting to: Regional Director, OAT

School type: Academy, sponsor-led

Strategic direction and development of the academy

- Embrace the local governing body and OAT's vision for the academy and aspire to be outstanding as soon as possible.
- Establish a culture that promotes excellence, equality, high expectations and aspirations of all students.
- Work alongside the local governing body and OAT Executive in implementing OAT and the academy procedures and policies.
- Ensure that the management, finance, organisation and administration of the academy, support its vision and aims.
- Ensure the commitment of parents and the wider community to the vision and direction of the academy.
- Continue to develop effective relationships with other academies in OAT.
- Create and implement a strategic plan, underpinned by sound financial planning, which identifies the priorities, actions and targets that will guide the academy on its journey to outstanding.
- Monitor, evaluate and review the impact of the academy's policies, priorities and targets to drive continuous improvement.
- Present accurate accounts of the academy's performance that are appropriate for a range of audiences including parents, governors, OAT and Ofsted.
- Ensure a commitment to safeguarding and promoting the welfare of children and young people.

Teaching and learning

- Ensure that outstanding teaching and learning is the primary objective for all teachers.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those supported through enhanced resources, in order to set and meet ambitious targets for improvement.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Develop a curriculum that promotes outstanding literacy and numeracy skills while ensuring that the needs, interests and aspirations of individual students are addressed.
- Ensure that effective, appropriate pastoral support is available to students.
- Ensure that the academy complies with the statutory requirements that promote equal opportunities for all.
- Build upon the effective partnership with parents to support and improve pupils' achievement.
- Ensure appropriate enrichment opportunities are provided and given a high priority.

Leading and managing staff

- Lead, motivate, support, challenge and develop staff to secure improvement.
- Maximise the contribution of staff to improve the quality of education provided.
- Develop effective and transformational leadership and management across the academy.
- Implement 'best practice' OAT performance management processes.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams. ►

Efficient and effective deployment of staff and resources

- Work with governors and senior colleagues to recruit staff of the highest quality available
- Advise the governing body on the adoption of effective procedures to deal with the competence and capability of staff.
- Agree and set appropriate priorities for expenditure with the governing body to enable the academy to secure its objectives.
- Manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.





PERSON SPECIFICATION

The person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

You should be able to demonstrate that you meet the following criteria.

Measured by

A: Application form

B: Assessment task

C: Interview

D: References

Criteria	Requirement	Assessment
Knowledge and qualifications		
Graduate with Qualified Teacher Status who has worked extensively with secondary age students	Essential	A
Has achieved or is working towards NPQH	Desirable	A
Has undertaken sustained professional development, especially in leadership and management.	Essential	A
Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education.	Essential	A B C
Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives.	Essential	C
Experience		
Experience of senior management at Principal, Vice Principal or similar level.	Essential	A
An excellent teacher in at least one key stage of the secondary age range.	Essential	A C
A proven track record of securing improvement in the quality of teaching and learning.	Essential	A C D
A proven track record of raising achievement across the secondary age	Essential	A C D
Experience of using all relevant data to drive academy improvement.	Essential	A B C D
Has worked successfully with governors and parents to raise achievement.	Essential	A C D
Has experience of OFSTED including post inspection planning.	Essential	A C D
Has experience of working effectively with students with a wide ability range including gifted and talented and DSEN children.	Desirable	A B C D
Has experience of the British Values Agenda and Prevent Training	Essential	A C
Skills		
Excellent management, motivational and communication skills that inspire high ambition throughout the academy.	Essential	A C D
Ability to secure effective leadership at all levels in the academy and to lead on staff development and performance management.	Essential	A C D
A highly effective teacher whose practice inspires and develops others.	Essential	A C D
Personal skills to establish excellent working relationships with all members of the academy and wider community.	Essential	A C D
Ability to devise and implement high quality improvement plans.	Essential	A C D
Ability to effectively manage budgets, facilities and resources.	Essential	A C D
Personal characteristics		
Conviction that all pupils can succeed and a commitment to securing the highest achievement for all.	Essential	A B C D
The personality to engage and enthuse staff, pupils and parents.	Essential	A B C D
Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work	Essential	A C D
Be personally committed to the development and welfare of every member of staff	Essential	B D
A commitment to the safety and safeguarding of students	Essential	B D
Show total commitment to the academy's wider community.	Essential	B D

HOW TO APPLY

Start date: April/September 2018

Closing date for applications: 5.00pm on 4 December 2017

Interview date(s): 14 and 15 December 2017

Applying

We encourage you to contact us for an informal discussion about this post before you apply, please call 0121 236 5100 and ask to speak to Jason Howard regarding the position.

To apply for this post please return your completed application form and formal letter of application by email to recruitment@ormistonacademies.co.uk to be received by 5.00pm on 4 December 2017.

Your formal letter of application (supporting statement) should be no longer than two sides of A4 and should address the selection criteria detailed in the person specification.

