



# Edward Worlledge Ormiston Academy

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Principal recruitment pack

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# Welcome

## Introduction

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Thank you for the interest you have shown in the position of principal at Edward Worlledge Ormiston Academy. We hope that the information in this pack will be helpful to you and convey the type of leader we are looking for – someone fully committed to meeting pupil needs, be it learning or behaviour, and to help improve their life chances.

Edward Worlledge Ormiston Academy sits in the centre of its community, about a mile from the beautiful Norfolk coastal town of Great Yarmouth, attracting children from outside the catchment area. We are a totally inclusive primary school which caters for children aged 4–10, with on-site SRB provision, on behalf of the local authority, called 'The Cottage.' We fully integrate these pupils into the mainstream provision and value all of these pupils in the same way as all others.

We have 371 pupils on roll, who are mainly from one of the poorest, ethnically diverse catchment areas in the town. We provide a good education and are a happy and thriving academy.

We are on a journey of continuous improvement but still have a great many steps to take until we achieve our goal. Our pupil turbulence is above national average and academic achievement is below. It is crucial we maintain our core beliefs and ensure our pupils have a wider view of life than just the classroom and their locality. Our enrichment offer enables us to achieve this.

During our last inspection in 2016, we were rated as 'Requires Improvement' by Ofsted, where inspectors recognised that the school's enrichment programme encouraged pupils to make the most of every chance they have to see the wider picture of life.

We are currently undergoing a building programme and, thanks to the funding and full support from OAT, since joining the Trust pupils will have additional, appropriate free-flow and play space.

We hope this brief introduction has given you a glimpse into what matters to us here at Edward Worlledge Ormiston Academy and that you will feel inspired to find out more. We encourage you to visit the school or contact us for an informal discussion about the position. If you decide that you are the right person to take on the leadership of this very special school, then we would encourage you to submit an application to reach us by **5pm on 18 April 2018**. For further details, including contact information please see **How to Apply** on page 10.

Dr Paul Hann, OBE  
Chairman, Ormiston Academies Trust

# The sponsor

## Ormiston Academies Trust

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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 27,000+ 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 36 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 36 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](http://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

# Background and results

## Background

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Edward Worlledge Ormiston Academy sits philosophically and geographically at the centre of its community. We provide a good education for our pupils and also a significant measure of emotional and material support in times of hardship and grief. Ours is one of the poorest catchment areas in a deprived coastal town, itself one of the most deprived in England.

Despite this, we are a happy and thriving school. We share a sense of community and togetherness. Our pupils are wonderful, warm, polite and generally caring towards each other. Visitors always speak of how calm the school feels, how helpful pupils are and how hard-working and caring the staff are. We are always prepared to go the extra mile.

Economically, it is a poor area but we are ethnically diverse with 21% of our pupils EAL, many being from Eastern Europe. Pupil turbulence is above national average and our academic achievement is below national. We have always maintained (and this is crucial to our core beliefs) that education is wide and far-reaching, not simply measured by exam results or performance tables. Our pupils achieve well in other areas. We have achieved the Learning Outside the Classroom award at Gold standard. This is extremely important for the development of our pupils, to ensure they take a wider view of life than just the classroom and the locality. We run numerous school trips, using local facilities and museums and those in Norwich. Each pupil has the opportunity to go on residential trips during their time with us. We run a programme of after-school clubs that is second to none, with cookery being very popular. Our Enrichment Programme has been lauded by Ofsted and we encourage pupils to make the most of every chance they have to see the wider picture of life. In this way we hope to build their resilience, their sense of adventure and for them to see a much wider world than that encapsulated by Great Yarmouth.

Music is also very important to us. We have an outstanding music teacher and some staff who are very keen on drama. The result is concerts several times a year and an annual musical production, involving as many pupils as possible, singing, dancing and performing. Staff are fully involved and enjoy the chance to join in whenever they can. We enjoy the recognition that the Gold Artsmark gives us.

At the moment we are undergoing a building programme, which has not been without its problems. We are on a restricted site and in order to expand without losing play space, we have had to go *up*. Ormiston Academies Trust has supported us financially and morally with the building programme and have responded tirelessly to meet our needs. We have been part of the Trust since March 2017 and have been welcomed and fully supported throughout that time. Other academies in the Trust have been very helpful. When the new build is finished in the summer we will finally have the room to offer appropriate free-flow and play space for our pupils, having changed from a junior school to an all-through primary over the last four years – a considerable expansion.

We are a totally inclusive school with high levels of SEND and Pupil Premium pupils. We also host an SRB for Autistic Spectrum pupils on behalf of the local authority. The future of all such SRBs is under review but we integrate and value these pupils in the same way as all others.

Ongoing surveys show that we have high levels of trust and satisfaction from our parents. We attract from beyond our catchment area. We have an outstanding reputation for meeting pupil need, be it learning or behaviour. Our motto is “Be Bold, Be Wise, Be Curious, Be Kind.” Our pupils learn to work well together, to value learning and to see beyond the limits of Great Yarmouth.

## Results

### Ofsted

The last inspection took place in February 2014.

Overall effectiveness	Requires improvement
Achievement of pupils	Requires improvement
Quality of teacher	Requires improvement
Behaviour and safety of pupils	Good
Leadership and management	Requires improvement

### Early Years Foundation Stage - results

EYFS	2016	2017
Good level of development all areas	70%	58%
Communication and language	73%	62%
Physical development	88%	77%
Personal, social and emotional development	73%	72%
Literacy	70%	64%
Maths	75%	72%

### Year1 and Key Stage 1

Year 1 Phonics

Year 1	2016	2017
Achieving expected standard	51%	65%

KS1 SATs (first set of results)

KS1 SATs	Expected	GD
Reading	57%	0%
Writing	37%	4%
Maths	47%	4%

KS2 SATs results

KS2 SATs	2016		Progress scores	2017		Progress scores
	EXS	GD		EXS	GD	
Reading	59%	10%	-1.3	63%	18%	-3.3
Writing	93%	7%	0.4	85%	10%	0.8
Maths	74%	14%	1.1	70%	11%	-2.2
GAPS	76%	17%	N/A	63%	22%	N/A
Combined reading, writing and maths	60%	42%	N/A	61%	9%	N/A



# Job description

Post: Principal for Edward Worlledge Ormiston Academy

Reporting to: Regional Director, OAT East

School type: Primary academy, sponsor-led

## Strategic direction and development of the academy

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- Embrace OAT's vision for the academy and aspire to be outstanding within five years.
- Establish a culture that promotes excellence, equality, high expectations and aspirations of all pupils.
- With the support of the governing body, work with the regional director 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, Ofsted and the Department for Education.
- Ensure a commitment to safeguarding and promoting the welfare of children and young people.

## Teaching and learning

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- 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 pupils, 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 pupils are addressed.
- Ensure that effective, appropriate pastoral support is available to pupils.
- 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

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- 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

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- 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
<b>Knowledge and qualifications</b>		
Graduate with Qualified Teacher Status who has worked extensively with primary age pupils.	Essential	A
Has achieved, 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 primary education.	Essential	A B C
Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives.	Essential	C
<b>Experience</b>		
Experience of senior management at Principal, Vice Principal or similar level.	Essential	A
An excellent teacher in at least two stages of the primary 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 primary 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 pupils 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
<b>Skills</b>		
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
<b>Personal characteristics</b>		
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 pupils.	Essential	B D
Show total commitment to the academy's wider community.	Essential	B D

# How to apply

Start date: September 2018

Closing date for applications: 5pm, 18 April 2018

Interview date(s): 25 and 26 April 2018

## Applying

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We encourage you to contact us for an informal discussion about this post before you apply, please call 07960 683 590 and ask to speak to Gwayne Webb regarding the position. Alternatively email [gwayne.webb@ormistonacademies.co.uk](mailto:gwayne.webb@ormistonacademies.co.uk). Applicants can also contact Gwayne Webb to arrange a tour of the academy on 28 March or 18 April, from 10.30am – 12.30pm.

To apply for this post please return your completed application form and formal letter of application by email to [recruitment@ormistonacademies.co.uk](mailto:recruitment@ormistonacademies.co.uk) to be received by 5pm, 18 April 2018.

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.

