



Robert Smyth Academy
Burnmill Road,
Market Harborough,
Leicestershire,
LE16 7JG

PRINCIPAL

Salary: L31 £82,293 to L36 £93,020 depending on experience

Required for the 28th August 2018

The Robert Smyth Academy developed from Market Harborough's oldest school founded in 1607. It is now a vibrant, fast growing 11 – 19 Academy with nearly a thousand students, including 'new' Year Seven students in 2016 and well over 400 students in the sixth form. The area around Market Harborough, which is an attractive and a growing market town, is increasing in its diversity and offering a significant potential for the Academy to grow.

The area around Market Harborough, which is an attractive and a growing market town, is increasing in its diversity and offers a significant potential for the
This is an Academy making considerable improvements. In 2016 and 2017 the Academy's Key Stage 4 and 5 results were very pleasing and underpin the progress that has been made since OfSTED graded the Academy as '*requiring improvement*' in 2015. The OfSTED inspection in September 2017 deemed the Academy as '*good*'. This, with other progress being made is the foundation of the Academy's journey to being '*outstanding*'. The Academy also enjoys a very positive reputation in its community and particularly for its considerable extra-curricular offer in many areas, most notably in art, music and sport.

On the 1st September 2017, Robert Smyth Academy became a member of the Tudor Grange Academies Trust. Historical financial difficulties meant we needed to seek expertise and help. The school sought a partnership that would enable it to develop and sustain excellence in all aspects of its work. Its leaders can now focus on core business: teaching and learning. Robert Smyth is ambitious to play a significant role across the Trust. It expects to lead in the longer-term development of the Trust's Leicestershire 'hub'.

The Academy requires a leader who can build on this progress and can drive the transformational cultural change that has been started. The successful applicant will be an exceptional person with the inspirational leadership skills and the experience to manage and lead the Academy's future development, to realise the potential of all students and bring the Academy to the outstanding position to which it aspires.

We are looking to appoint a leader who:

has the highest aspirations for our students and who can inspire both them and staff to realise their potential

In order to achieve this, we expect that the leader appointed will:

- Be a role model, a champion of learning
- Have proven experience in raising standards of attainment with all students, basing that on the effective use of data and successful intervention programmes
- Have a track record of leading successful change at a whole school level
- Set the highest expectations for both staff and students, empowering them to give of their best; 'good is not good enough'
- Build excellent relationships with students, staff, parents and governors
- Maintain the professional respect of colleagues and so create a clear, visible and distinctive team ethic
- Work collaboratively with other schools and partners – in the Trust and beyond
- Be enthusiastic about the opportunity to work with the Trust
- Show solid financial acumen, managing the Academy's resources so that it works within its means
- Display a sense of humour, warmth, energy, stamina and resilience

In seeking to realise the vision for the Academy, the Principal would be expected to carry out the following key responsibilities. Lists of this sort can only ever be indicative. The order of the tasks listed here should not be taken to imply an order of importance, nor should this list be read as complete or inclusive

Job Description: Key responsibilities

Strategic direction and shaping the future

- Work with the Local Governing Body, the Trust, the Trust's CEO and other key stakeholders to ensure that the Academy's vision to be outstanding in all it does is clearly, effectively and positively communicated, understood and acted upon by all
- Work with the Academy community to translate the vision into realisable objectives and operational plans, which will continue the Academy's improvement
- Demonstrate the vision and values in their personal work and practice
- Advance the Academy's development by providing a range of vocational and academic pathways
- Ensure that strategic planning takes account of the diversity, values and experience of the Academy and its community
- Ensure that the Academy furthers the Trust's objectives

Leading and managing the Academy

- Create and maintain an organisational structure that reflects the Academy's vision, values and ethos and enables the management systems, structures and processes to work effectively in line with legal requirements
- Ensure that all safeguarding procedures are followed in the appointment and management of staff and to ensure a safe learning environment for students
- Produce and implement clear, evidence-based improvement plans and policies for the development of the Academy and its facilities
- Ensure that the Academy's policies and practices take account of both national and local circumstances, policies and initiatives
- Manage the Academy's financial and human resources effectively and efficiently
- Together with the Trust's CEO, recruit, retain and deploy staff, both teaching and support, appropriately and assist in managing their workload to achieve the vision and goals of the Academy
- Implement successful performance management processes and continuing professional development programmes for all staff – including collaborative work with other Trust partners
- Manage and organise the Academy's environment efficiently and effectively to ensure that it meets the needs of the curriculum and all externally-set regulations
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money

Leading teaching and learning

- Determine, organise and implement an integrated, imaginative and innovative curriculum that will motivate and excite students about learning and so meet the needs of all of the Academy's students
- Ensure a consistent and continuous Academy-wide focus on student achievement and attainment, using data and benchmarks to monitor progress in every student's learning
- Ensure that student learning and enrichment, through personalised learning strategies, are at the centre of strategic planning and resource management
- Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations, aspirations and standards and set stretching targets for the whole Academy community and the Trust's schools beyond that
- Provide experiences that will nurture the development of the whole person, their spiritual, emotional and moral health and wellbeing, as well as academic or vocational ability
- Implement strategies that secure high standards of behaviour and attendance
- Develop and implement a comprehensive study support and a variety of additional learning opportunities during the Academy day and through additional enrichment activities
- Implement an effective e-learning strategy so that students can access their curriculum and assessment information at all times
- Take a strategic role in the development of new and emerging technologies that will enhance and extend the learning experience of students
- Monitor, evaluate and review the quality of teaching and learning and ensure that there is a process of continuous improvement
- Develop teaching, learning, curriculum and governance practices in partnership with others in the Trust
- Keep up to date with national and local educational strategies and developments, communicating them to staff and governors and implementing them as appropriate

Community links and other partnerships

- Co-operate and work with relevant agencies to protect children
- Ensure learning experiences for students are linked into, and integrate with, the wider community
- Ensure a range of community and enterprise-based learning experiences
- Collaborate with other agencies to provide support to students and their families
- Create and maintain an effective partnership with parents and carers to support and improve student achievement and personal development
- Seek opportunities to invite and engage with parents and carers, community figures, business and other local community organisations into the Academy to enhance and enrich the Academy and its value to the wider community

Developing self and working with others

- Regularly review own practice, set personal targets and take responsibility for own personal development
- Develop and maintain effective strategies and procedures for staff induction, continuous professional development and performance reviews
- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive Academy culture
- Ensure effective planning, allocation support and evaluation of work undertaken by teams and individuals
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Build a collaborative learning culture within both the Academy, the Trust and other schools to build an effective learning community
- Manage own workload and that of others to allow an appropriate work/life balance

Securing accountability

- Develop an Academy ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Together with the Trust's CEO, work with the Local Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities. Respond to the Local Governing Body's obligations to 'challenge and support'
- Develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including governors, parents and carers

These key responsibilities are subject to annual review as part of the Academy's performance management procedures

HOW TO APPLY

Date of the first publication of this advertisement:	Thursday, 2 nd November 2017
Closing date for applications:	16:00, Monday, 27 th November 2017
Shortlisting:	Wednesday, 29 th November 2017
Interview dates:	Monday, 4 th December <i>and</i> Tuesday, 5 th December 2017
Required from:	28 th August 2018

Applicants

If you decide to apply for this post would you please complete the application form and submit a formal letter of application. The formal letter of application must be no longer than three sides of A4 and should address the selection criteria details in the Person Specification (pages 6 and 7).

Please return your completed application, **by email only**, to *Mrs Tracey Clayford*, PA to the Principal at:

TClayford@robertsmyth.tgacademy.org.uk

Referees

Referees are requested to pay careful attention to the Person Specification and Selection Processes on pages 6 and 7. We are grateful to referees for their contribution to this selection process

Additional information

If you would like any additional information about this post, *or* wish to have an informal conversation, *or* visit the Academy before the 27th November 2017, please contact the Academy using the email address given above.

The recruitment process will robustly seek to establish the commitment of candidates to support the Academy's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or who are otherwise unsuited to work with them.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure Barring Service as well as the usual medical health checks.

THE PERSON SPECIFICATION and the SELECTION PROCESS

The following **Person Specification** outlines the skills and the experience (the criteria) required for this position together with an outline of the selection process.

The **selection process** will endeavour to assess each applicant against the criteria listed in the Person Specification. Those conducting the selection process understand that applicants for this post will have varying backgrounds and experience. This will be reflected in the judgements made during the selection process. The expectation is that applicants will demonstrate their knowledge and understanding of these criteria, show evidence of having applied, or the awareness of how to apply, their knowledge and understanding and, where appropriate, how their own experience is transferable meeting these criteria.

The selection process will use the following tools:

A	The application form and letter (see previous page)
B	References (see previous page)
C	Assessment activities (exercises and presentations)
D	Interviews (with Academy staff and others)

Where meeting a particular criterion is *essential* that is noted, together with where that evidence must be in A and B. The remaining criteria are all regarded as *desirable*. These criteria are not of equal importance and many overlap; evidence supporting any these criteria can come from any of the selection tools.

THE PERSON SPECIFICATION

Generic	Essential
An inspirational leader with the personal and professional commitment to the fulfilment of the highest levels of attainment and achievement in every student and every teacher	Yes
The Applicant's Qualifications	
Graduate or equivalent qualifications	Yes, A
A formal teaching qualification	Yes, A
Completion or working towards NPQH, MBA or similar	
The Applicant's Experience	
Successful leadership as a teacher, leader and manager	Yes, A
Successful experience leading and managing change and innovation in seeking high performance	Yes, A and B
Proven skills in the dissemination of innovative good practice	
Effective financial management	
Successful involvement in performance management, self-evaluation and the analysis of data in support of both personal development and institutional improvement and change	

Contd.

Leadership and Management

A leader who, in their own conduct, is a role model for the Academy's aims and values
The ability to articulate to others the aims, vision and values that make this Academy distinct and to ensure that the highest levels of student achievement and personal development – of all students – are realised.
The ability to be a leader and manager who empowers and enthuses all those connected with the Academy to contribute positively to its aims and values

Yes, A and B

Knowledge and Understanding

To support the development of a learning environment founded on evidence-based research, recognising the development of emotional intelligence in others and an Academy community where every person (students and adults) is known.
To support the use of ICT and learning technologies that will develop and maintain independent and interdependent learning.

Skills and Abilities

The ability to communicate, lead and motivate others.
The ability to make arguments persuasively, to listen and understand the viewpoints of others and to respond flexibly to changing circumstances.

Yes, A and B

The ability to grasp an overall vision and to communicate that in accessible and appropriate ways to a variety of audiences
The ability to make sound decisions (both developmentally and in problem-solving) based on a thorough analysis of data and information
The ability to reflect on and evaluate, decisions made to improve future decision-making
The ability to think innovatively
The ability to implement change management effectively and efficiently and a willingness to take 'tough decisions'
Developed, positive interpersonal skills
Developed delegation and planning practices so that time is managed well
The ability to work under pressure and still maintain high levels of organisational skills

Personal qualities (*applicants must:*)

Have energy, passion and a personal commitment to the Academy and the Trust's aims and vision
Have a personal commitment to the pursuit of excellence – *for its own sake* - with colleagues and all students
Demonstrate cheerful integrity and resilience

Yes, all