

TRINITY ACADEMY



# **TRINITY ACADEMY APPLICATION PACK**

March 2018

Dear Applicant

**Re: Post of Principal**

Thank you for your interest in the above post at Trinity Academy. Please find enclosed details about the role and responsibilities of the post as well as further information about the Academy.

As you will see from the information, Trinity Academy is a new school and in applying for this post you have an exciting opportunity to play a key role in helping it to achieve its aim of developing into one of the best schools in South London.

We have recently moved into brand new purpose built accommodation with excellent facilities and are looking forward to the opportunities this opens up for pupils, staff and the local community.

As we move into this new stage of our development, the Board of Trustees are looking at ways in which we can build on our current success and expand our activities.

We are, therefore, looking to appoint an inspirational Principal who can work alongside the Chief Executive Officer and the Board of Trustees to help them to achieve their vision and aims. This is a new post and it replaces the current post of Headteacher. The current Headteacher has been appointed as CEO (designate) of the Academy Trust in order to continue the strategic development of both Trinity and the Trust as a whole.

If you wish to visit the Academy, we will be holding Open Mornings for interested candidates. These will take place on 18<sup>th</sup> and 19<sup>th</sup> April at 9am. Please let us know if you wish to attend by emailing [recruitment@trinityacademylondon.org](mailto:recruitment@trinityacademylondon.org). You should also direct any queries to this email address.

Please note that completed applications should be returned by e-mail to [recruitment@trinityacademylondon.org](mailto:recruitment@trinityacademylondon.org) by noon on Monday 23rd April..

Thank you once again for your interest in this post and I look forward to receiving your completed application form.

Yours faithfully

A handwritten signature in blue ink that reads "B. Thompson." The signature is written in a cursive, slightly informal style.

Ben Thompson BSc, MEd, NPQH  
**Headteacher / CEO Designate**

## **INFORMATION ABOUT TRINITY ACADEMY**

### **Context of school**

Trinity Academy is situated on Brixton Hill in Brixton, South London, and opened with its first Year 7 intake in September 2014. The Academy serves the areas of Clapham, Brixton and nearby districts. Initially, the Academy was housed in temporary accommodation located in the grounds of the old Lambeth College whilst our new school was being built on the same site.

In September 2017, we moved into the first phase of our brand new state of the art accommodation. Facilities in this purpose built school are excellent and we are all excited about the potential opportunities that this new school offers for pupils, staff and the local community. In September 2018, we will take possession of the second phase of our building that will include a brand new Sports Hall.

Although we are a non-selective school, catering for children of all abilities, the Board of Trustees intend that Trinity Academy will be known for its academic rigour and commitment to excellence. The expectation is that it will become one of the best schools in South London, ensuring that all pupils achieve to their full potential and with ambitions that most will go on to study at university.

### **Ethos and Values**

Trinity Academy is not a faith school, although it has a Catholic ethos reflected in our values, and it is open on equal terms to children of all denominations and faiths and those with no religious background. No faith criteria are applied either in admissions or in staff recruitment. The Academy's values of Wisdom, Fairness, Courage and Self-Discipline underpin all its activities and are threaded through its policies, procedures and codes of practice. There are high expectations of all pupils and staff as the Academy establishes itself as an inclusive and safe community with a strong culture of learning. All staff are expected to model pro-social behaviour.

Strong links are being established with parents and the local community and it is intended that the use of volunteers will be integral to the daily life of the school.

The highest standard of pastoral care is a priority, in order to secure the best possible outcomes for all our pupils.

## **The curriculum**

The Academy's curriculum is innovative and designed to stimulate and stretch pupils. It is a Knowledge Based curriculum consisting of an enlarged core comprising English, Maths, Science, Humanities and Foreign Languages and we adopt a Mastery approach to the teaching of Mathematics. A key aspect of this role will be to ensure that work on developing a knowledge based curriculum continues and becomes fully embedded across all subjects in the Academy. Pupils at Trinity spend more time on the subjects they study than is the norm at most schools and teachers strive to foster a more profound understanding of content, together with the ability to think critically and the habits of investigation and reflection. This means that more lessons are timetabled during the week and consequently we have a longer school day.

Trinity also aims to provide an enriched school experience, with music, art and competitive sports all playing an important part in the life of the school. Trinity will use its curricular freedoms to ensure that all pupils achieve to their full potential and we are particularly focused on narrowing the achievement gap between children from disadvantaged homes and those from more affluent backgrounds. Addressing differential levels of cultural capital is key to this and there is also a strong emphasis on raising literacy and numeracy skills.

The curriculum is delivered within the context of strong pastoral support, via a model that is nurturing and caring and aims to ease the transition and bridge the gap between primary and secondary school. The intention is that classes will remain small and stable, with no more than twenty six pupils in each class. An enrichment programme provides additional opportunities for all pupils to extend their learning and engage in new activities. Educational visits and Out of School activities contribute to the delivery of the curriculum.

## **The Academy day**

The Academy day operates from 8.20am to 4.30pm from Monday to Thursday and 8.20am to 3.30pm on a Friday. The enrichment programme runs from 4.30pm to 6pm on Mondays to Thursdays and all staff are expected to contribute to this. A Breakfast Club is available from 8am and is well attended by pupils. We operate a policy of Family Dining, providing a hot, healthy and nutritious meal at lunchtime for all pupils. Staff are actively encouraged to join in Family Dining with the pupils. As part of this policy, pupils are not allowed to bring their own food into the school. For thirty minutes each day all pupils and members of staff participate in Drop Everything and Read (DEAR) time. The purpose of the longer Academy day is to enable pupils to engage in different activities, allow more time for embedding learning and provide opportunities for additional interventions.

## **Pupils**

Trinity Academy has grown a year group at a time since opening in 2014 and today has pupils from year 7 to year 10. In September 2018 we will have a full complement of year groups from 7 to 11. Our 6<sup>th</sup> Form will then open in September 2019. When full we will have 840 pupils on roll. Our pupil profile is a diverse one, with a high proportion of children for whom English is an Additional Language and also a high percentage of Pupil Premium pupils. The Academy has a robust Behaviour Policy in place and expects the highest standards of behaviour from all pupils as we believe this contributes to a positive learning environment.

## **Staff terms and conditions**

As a Free School, Trinity Academy operates its own terms and conditions. We are committed to recruiting the highest quality staff and, in return for commitment to the Academy day and our ethos and values, we offer a positive approach to employee wellbeing as well as more tangible benefits. Some examples of these are free lunches, the opportunity to bank leave that can be taken during term time, season ticket loans, flu injections and a laptop buy-in scheme.

There are clear and comprehensive People Policies in place as well as a robust Code of Conduct. Staff are expected to comply with the Code of Conduct and to act as positive role models for pupils.

A high priority is given to Continuing Professional Development and staff are encouraged to take advantage of appropriate opportunities.

All offers of employment are subject to satisfactory references, an enhanced DBS check and the successful completion of a six-month probationary period.

Our current workforce totals thirty three teaching and support staff and this is growing year on year as the Academy expands.

## **Development of Trinity Academy**

The opening of our new accommodation and growth of both pupil and staff numbers provide immediate opportunities for further internal and external development of Trinity Academy. Establishing a sixth form is an immediate priority but it is anticipated that there will also be opportunities to develop and share activities within the local community.

The Board of Trustees is also looking at possible areas for expansion and it is anticipated that this will become the main focus of work for the Chief Executive Officer.

## **Role of Principal**

This is a new role, created to ensure that Trinity Academy continues to develop and establish itself as an outstanding school in which all pupils receive an excellent education whilst enabling the Chief Executive Officer to work at a more strategic level in developing the Academy Trust.

The main priorities of this post are:

- To provide day-to-day operational management of Trinity Academy.
- To ensure that the knowledge based curriculum is fully embedded.
- To ensure the opening of a sixth form in September 2019.
- To ensure that the Academy values remain fully integrated into all aspects of the school.

Further information about Trinity Academy can be found at [www.trinityacademylondon.org](http://www.trinityacademylondon.org)

## **Principal - Job Description**

<b>Job Title:</b>	Principal
<b>Reports to:</b>	Chief Executive Officer
<b>Line management of:</b>	Senior Leadership Team and Academy Business Support Unit

### **Overall Job Purpose**

The Principal will be responsible for the internal organisation, management and control of the Academy in accordance with the policies of the Board of Trustees and the Academy's vision, ethos and values. Working with the Chief Executive Officer and the Senior Leadership Team, the Principal will develop a strong strategic approach as the Academy seeks to achieve its aim to be one of the best schools in South London, ensuring that all pupils achieve to their full potential.

### **Accountabilities**

#### **Leadership and Management**

- Work with the CEO and key stakeholders to ensure that the vision for the Academy is understood, clearly articulated, shared, and acted upon effectively by all.
- To work with the CEO to translate key priorities into agreed objectives and operational plans that will promote and sustain Academy improvement.
- To demonstrate and promote Trinity Academy's ethos, vision and values in everyday work and practice.
- To motivate and work with others to create a shared culture of high expectations.
- To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- To have operational responsibility for the day to day running of the Academy
- To provide effective and efficient management of the Academy and seek ways of improving systems and processes based on rigorous self-evaluation.
- To ensure that Academy policies and procedures are fully implemented, regularly reviewed and take account of national developments and Trust directives.
- To oversee the Marketing and PR strategy to maintain and develop the Academy's reputation.
- To oversee admissions and pupil recruitment processes.
- To ensure the opening of a sixth form in September 2019.



## **Teaching and Learning**

- To ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning, in line with improvement processes across the Trust.
- To ensure that learning is at the centre of planning and resource management.
- To ensure a culture and ethos of challenge and support where all pupils can achieve success.
- To demonstrate and articulate high expectations and set stretching targets for the whole school community.
- To implement strategies which secure high standards of behaviour and attendance.
- To ensure that the Academy's knowledge based curriculum and Mastery approach to learning continue to be developed and implemented consistently in line with the requirements of the Board of Trustees.
- To ensure that the Academy's assessment framework and data tracking systems continue to be developed to ensure that they are fit for purpose and provide timely and accurate measures of pupil progress and attainment.
- To monitor, evaluate and review classroom practice and promote effective improvement strategies to ensure consistently good and outstanding teaching and learning.
- To ensure effective and appropriate provision for SEND, EAL and disadvantaged pupils.

## **Resources**

- To implement priorities for expenditure set by the CEO and ensure effective and efficient financial and administrative controls.
- To ensure the management of finances, organisation and administration support the Academy's vision and aims and are in line with the overall vision of the Trust.
- To manage the resources, premises and facilities of the Academy effectively and efficiently, with particular emphasis on the planning and development required to support the forecast growth in pupil numbers.
- To recruit, retain and deploy staff appropriately and in line with the Academy's People Policies.
- To lead, motivate, support, challenge and develop the whole academy staff to ensure that everyone in the school can maximise their potential.
- To ensure that the Academy's appraisal system is implemented and managed effectively.



- To challenge under-performance at all levels and ensure effective corrective action is taken.
- To lead by example and create a shared commitment and responsibility for the Academy through collaborative teamwork, distributed leadership and professional reflection.
- To oversee the production of the annual timetable and ensure it supports the staffing budget and deployment.

### **Compliance**

- To maintain effective systems for safeguarding all pupils, working with external agencies as required and ensuring that all staff undertake relevant safeguarding training.
- To have a commitment at all times to the health and wellbeing of pupils and staff by creating and maintaining a safe and healthy working and learning environment for all.
- To be accountable to the CEO for the efficiency, effectiveness and financial health of Trinity Academy.
- To promote a culture of self-evaluation among the whole Academy staff so that they feel responsible for the success of Trinity Academy.
- To provide accurate, timely and appropriate accounts of the Academy's performance to a range of audiences including the CEO, Board of Trustees, pupils and parents, the local community, OFSTED and appropriate others
- To ensure the Academy operates within the legislative and regulatory framework meeting its statutory responsibilities including Health & Safety, Safeguarding and Data Protection.

### **The Academy Community**

- To engage positively with the internal and external Academy community, ensuring that parents and pupils are well informed about the Vision and Improvement Plan for the Academy and to encourage their involvement in driving high achievement for all.
- To treat people fairly, equitably and with dignity and respect to create and maintain a positive Academy culture.
- To maintain and promote positive strategies for challenging racial and other prejudice and dealing with harassment.
- To collaborate with agencies to ensure the academic spiritual, moral, social and cultural wellbeing of pupils and their families
- To develop and maintain effective partnerships with other primary and secondary schools/Academies.

- To develop and maintain strong links with the wider community, including local businesses and voluntary organisations.

This job description will be reviewed and updated annually in line with the ongoing development of Trinity London Academy Trust. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. Specific elements of this job description and changes to it may be subject to future negotiation between the post holder and the Chief Executive Officer

## Person Specification

### A. Qualifications

Selection Criteria	Essential	Desirable
Good Honours Degree	X	
Higher Degree e.g. Masters or Doctorate.		X
NPQH		X
Evidence of having undertaken further training and development in preparation for Headship e.g. Future Leaders.		X
Qualified Teacher Status		X
Right to work in the UK	X	

### B. Experience, Skills & Competencies

	Essential	Desirable
Recent successful experience as a secondary school Deputy Head or Head.	X	
Proven ability to provide strategic leadership and to set appropriate targets for the improvement of school performance.	X	

Experience of Quality Assuring school self-evaluation and improvement activities.	<b>X</b>	
Experience of using data to track individual progress, group progress and whole school performance.	<b>X</b>	
Proven ability to raise achievement through improved teaching and learning.	<b>X</b>	
Experience of implementing a knowledge-based curriculum.		<b>X</b>
Experience of leading teams/departments.	<b>X</b>	
Substantive experience of supervising and managing the performance of staff and dealing with underperformance.	<b>X</b>	
Ability to plan and manage budgets and exercise the financial responsibilities of Headship.	<b>X</b>	
Experience of managing change effectively.	<b>X</b>	
Ability to form effective professional relationships with colleagues, parents and external individuals and organisations.	<b>X</b>	
Strong project management skills.	<b>X</b>	
Negotiating skills and ability to persuade others.	<b>X</b>	
Problem solving skills.	<b>X</b>	
Excellent oral and written communication skills and presentation skills.	<b>X</b>	
Ability to relate well to adults and young people.	<b>X</b>	

The ability to motivate and enthuse others.	<b>X</b>	
Excellent organisational and time management skills.	<b>X</b>	

### C. Knowledge & Understanding

	<b>Essential</b>	<b>Desirable</b>
High level understanding of the features of effective pedagogy, how pupils learn and strategies to improve performance.	<b>X</b>	
Knowledge of research and evidenced best practice relating to the quality of teaching and learning.	<b>X</b>	
Knowledge and understanding of curriculum design and development.	<b>X</b>	
Knowledge and understanding of a knowledge based curriculum.		<b>X</b>
Knowledge and understanding of Quality Assurance processes.	<b>X</b>	
Secure knowledge and understanding of statutory responsibilities, reporting and compliance requirements, particularly in relation to Health and Safety, Safeguarding, Data Protection.	<b>X</b>	
Understanding of the specifics of the free school context.	<b>X</b>	
Knowledge and understanding of the latest Ofsted inspection framework and how this should be reflected in practice.	<b>X</b>	
Knowledge of recent developments at national level pertaining to examination reform, curriculum reform and school accountability measures.	<b>X</b>	

Knowledge and understanding of the importance of CPD for all staff.	<b>X</b>	
To understand and be able to apply the principles of effective teamwork.	<b>X</b>	
To understand and be able to deliver the vision of Trinity Academy.	<b>X</b>	
To understand and be able to promote Trinity Academy's ethos and values	<b>X</b>	

#### **D. Personal & Professional Qualities**

	<b>Essential</b>	<b>Desirable</b>
A positive role model, with high personal standards of integrity and probity.	<b>X</b>	
Values diversity and promotes equal opportunities.	<b>X</b>	
Demonstrable commitment to own and others' CPD.	<b>X</b>	
Demonstrates determination, resilience and drive.	<b>X</b>	
Demonstrates enthusiasm, creativity and initiative.	<b>X</b>	
An entrepreneurial approach.	<b>X</b>	
Excellent record of attendance and punctuality.	<b>X</b>	