



**THE
ST LEONARDS
ACADEMY**



University of Brighton

Academies Trust



PRINCIPAL CANDIDATE BROCHURE

PRIDE THROUGH SUCCESS



THE ST LEONARDS ACADEMY

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THE ST LEONARDS ACADEMY

WELCOME FROM THE CEO

Thank you for the interest you have shown in the role of Principal at The St Leonards Academy.

We are seeking an inspirational, strategic leader to realise our vision for The St Leonards Academy; to achieve outstanding status and to improve the standards, attainment and aspirations of all its pupils.

Based in St Leonards on Sea, to the west of Hastings, East Sussex, The St Leonards Academy has approximately 1500 pupils, and offers high-quality modern facilities with state-of-the-art ICT provision. Following a major capital redevelopment and extension programme in 2012. The academy has extensive grounds, large playing fields and excellent sports facilities. It also hosts a special facility for 18 young people with physical disabilities or severe autism.

This is a fantastic time to join The St Leonards Academy. In January 2017 it maintained a 'Good' rating from Ofsted, its second Good judgement since opening as an academy in September 2011. This outcome was well-deserved recognition of the continuing improvements that have been made to deliver the best possible outcomes for pupils.

We are now seeking a Principal to build on these solid foundations. The successful candidate will have an exciting opportunity to shape and lead the next stage in the development of the Academy.

The University of Brighton Academies Trust believes that education transforms lives. Enriched by the University of Brighton's contribution, we want to ensure that the 7,500 pupils in our academies are inspired to meet their potential and develop a passion for life-long learning. University experts give our academies advice and support on how to undertake practice-based research of their own, and they work with academy colleagues to reflect and improve on their teaching practice.

We work collaboratively to help our pupils, and everyone connected to our academies achieve excellence. By working together and sharing ideas, insights and best practice, our academies support each other to improve. The St Leonards Academy is part of a school improvement cluster with the Trust's two other secondary academies: The Hastings Academy and The Burgess Hill Academy.

It is important to us that our academies have a positive impact on their communities and that pupils understand the role they can play in the wider world. We work to ensure that parents and carers are actively engaged in their child's learning.



Dr John Smith
Chief Executive
University of Brighton
Academies Trust

We value our staff, investing in their training and development at all stages of their careers. New Principals are allocated a mentor to support them for at least the first year of their appointment.

We hope you find this candidate pack interesting and informative and decide to apply.



THE ST LEONARDS ACADEMY

ABOUT THE TRUST

The University of Brighton Academies Trust is a network of 15 academies in Sussex all supporting each other – and their pupils – to excel. It is a multi-academy trust and a not-for-profit charitable company limited by guarantee. We work collaboratively to help our pupils and everyone connected to our academies, achieve excellence.

By working together and sharing ideas, insights and best practice, our academies support each other to improve. We value our staff, investing in their training and development at all stages of their careers.

It is important to us that our academies have a positive impact on their communities and that pupils understand the role they can play in the wider world. We also work to ensure that parents and carers are actively engaged in their child's learning.

We want **excellence** for our pupils and their families, our staff, and our academies' communities. We believe that education transforms lives, which is why each of our academies has a rich curriculum to ensure that pupils meet their potential and are inspired to continue learning.

We work with **integrity**. We recognise the unique character of each of our academies, and tailor the support we provide to suit the individual academy and its pupils. We respect all cultures and beliefs, and believe in honesty and openness.

Innovation is key. We constantly strive to improve. Our pupils' experience is enriched by the contribution of the University of Brighton and its School of Education, rated 'outstanding' by Ofsted for its initial teacher training provision. Our school improvement framework is informed by best practice and creative approaches.

Our vision

- We share a belief that education transforms lives.
- We equip pupils with the skills to fulfil their potential as global citizens.
- Each of our academies has a rich and creative curriculum to ensure that pupils meet their potential and are inspired to continue learning.
- Pupils' experiences are enriched by the University of Brighton's contribution.
- Our academies have a positive impact on their local communities.
- Parents and carers actively engage with their child's learning and pupils understand the positive role they can play in their wider community.





THE ST LEONARDS ACADEMY

ABOUT THE TRUST

Board of Trustees

The Trustees are responsible for determining the Trust's strategic direction, including overarching responsibility for the three core functions: the Trust's vision, educational standards and financial performance.

Trustees are also responsible for ensuring the Trust complies with charity and company law, as well as its funding agreement with the Secretary of State. The Board of Trustees includes representatives from the Trust's sponsor and local people with a wide range of expertise.

About the University of Brighton

The University of Brighton is a leading provider of higher education in the south east. It has 21,000 students, 2,600 staff on five campuses across Sussex and runs 500 undergraduate and postgraduate courses including teacher training, medicine, mathematics, computing, engineering and fashion.

Its' School of Education has an 'Outstanding' rating from Ofsted for all of its early years, primary and secondary teacher training and it is ranked in the top five universities for education courses in England in The Times and Sunday Times Good University Guide 2018.

Partnership working is central to the University's mission and it has a deep commitment to helping to shape the futures and realise the potential of young people across the region.

Our Structure

Our Executive Management Team leads all aspects of the Trust and is based at the University of Brighton's Falmer campus.

The Executive Management Team oversees all education provision in the Trust, as well as a professional services team (Estates and Facilities Management, Finance, Human Resources, ICT, Marketing, and Policy and Governance).

Academy leadership is led by a Principal supported by a senior leadership team.

All Academy Principals, Heads of Professional Service and the Trust's Executive Team form a Senior Management Team. Members work collaboratively, taking joint responsibility for the outcomes of all of our pupils and for the efficient and effective management of the Trust's resources.

A small 'Strategic Improvement Group' supports the Executive Director of School Improvement in over-seeing school improvement activity across the Trust.



ABOUT THE TRUST

Strategic Business Plan

The Board of Trustees has recently approved a new Strategic Business Plan for the University of Brighton Academies Trust for the period 2018 – 2023. The Trust has very many strengths and outstanding achievements: the Strategic Business Plan will inform and shape our work as we enter this important next stage of our development, and help us achieve excellence for our pupils, staff and community.

The Plan is comprised of six priority areas, with a series of objectives to be achieved during the next five years:

PRIORITY	WHAT SUCCESS WILL LOOK LIKE
School Improvement	<ul style="list-style-type: none">All our academies will be at least good by 2020.Academies that are currently judged to be good or better demonstrate improvement towards achieving / maintaining outstanding status.A strong progress data profile for all groups, at least in line with national.The gap in the progress and attainment of disadvantaged and other pupils is closed.Shared responsibility for the outcomes of all pupils and for the performance of all academies in the Trust.Pupil attendance in all academies to be in line with national or to show a rising trend.
Strategic Development	<ul style="list-style-type: none">The objectives of the Board of Trustees to achieve consistency and excellence in all aspects of the Trust's work is achieved.Professional support services have the right level of capacity to add value to academy improvement.Transformation of professional support services to provide high-quality, efficient and effective support.
Staffing	<ul style="list-style-type: none">High-quality staff at all levels and in all academies and teams; and a selecting (rather than recruiting) organisation.
Communication and Collaboration	<ul style="list-style-type: none">Excellent national, local and regional reputation as an effective multi academy trust.The University of Brighton and the Trust mutually benefits.Staff see themselves as part of wider the organisation and the benefits that being part of a multi-academy trust brings; there is shared responsibility for the outcomes of all pupils and for the performance of all academies in the Trust.Effective collaboration and partnership with external organisation.
Resources	<ul style="list-style-type: none">Financial sustainability of the Trust, supported by an appropriate level of reserves, maximising the amount of resource available to teaching and learning and school improvement.All senior stakeholders engage positively in a needs based budgeting approach, with collective accountability for the financial performance of the Trust.
Governance and Accountability	<ul style="list-style-type: none">Skilled and experienced Trustees with a broad range of experience and expertise, who are committed to the delivery of the Trust's vision and values, and who hold leaders to account.Embedded governance structure with clarity about roles, responsibilities and accountabilities.Committed local Boards that add value to the Trust through strong community links.Strategic decision-making informed by accurate reliable data and management information.Clear and comprehensive arrangements to provide assurance about compliance on all statutory requirements.



THE ST LEONARDS ACADEMY

ABOUT THE TRUST

Achievements from across the Trust in 2017/18

- Churchwood Primary Academy judged as 'good' by Ofsted, with 'outstanding' for effectiveness of leadership and management; personal development, behaviour and welfare; and early years provision.
- Robsack Wood Primary Academy's Nursery judged as 'outstanding' by Ofsted.
- Four senior teachers gain accreditation as Specialist Leaders of Education from the East Sussex Teaching School Alliance Network.
- Lindfield Primary Academy praised by the Rt Hon Nick Gibb MP for excellent phonics teaching.
- Blackthorns Community Primary Academy ranked in the top ten schools in West Sussex.
- Trust welcome the release of the Department for Education's Hastings Opportunity Area delivery plan.
- Holmbush Primary Academy judged as 'good' by Ofsted.
- The Hastings Academy judged as 'good' by Ofsted, with 'outstanding' leadership and management.
- Blackthorns Community Primary Academy's excellent 2017 results recognised by the Schools, Students and Teachers network award, placing it in the top 20% of schools nationally.
- Silverdale Primary Academy judged as 'good' by Ofsted.
- Blackthorns Community Primary Academy is judged as 'good' by Ofsted, with potential for Outstanding status.

Working for us

We value our staff and believe well qualified, motivated individuals are vital to the success of our academies. By working for us you will be joining us in our aim to make long lasting improvements to the educational achievement of children in Sussex. We believe top-quality training, continuing development and career opportunities for staff lead to the best teaching and learning for our pupils.

Disability confident

The Trust has signed up to Disability Confident, a voluntary government scheme to support equality and diversity in our staff recruitment practices. It seeks to challenge misconceptions towards disability and employment, while also increasing understanding and awareness of mental and physical disabilities.

Professional development

Our career pathway and professional development programmes give all staff the opportunity to learn from others and to develop their own practice. Most of our professional development is bespoke including a Trust teaching and learning framework that is designed to support teachers at all levels. Our two teaching schools provide bespoke courses to support Apprenticeships, ITT training, NQTs and more experienced teachers and leaders. The University of Brighton additionally supports teacher training and pedagogy. Annually we offer up to 10 scholarships for Continuing Professional Development study at the University of Brighton to staff across the University of Brighton Academies Trust. The scholarships are open to all staff within the University of Brighton Academies Trust, and are used as a contribution towards tuition fees.



ABOUT THE TRUST

Employee benefits

We offer a wide range of exciting and useful employee benefits to all our employees, including: flexible working to maintain a healthy work-life balance, competitive annual leave entitlement, maternity and paternity leave, and discounts and offers with popular retailers.

We believe in the power of motivated and happy teachers and staff, which is why we seek to enrich and reward our employees wherever we can.

- **My Academy Rewards** – our employee discount programme - gives all employees great savings at hundreds of retailers. Staff can access discounted and instant vouchers as well as cashback offers.
- **The Employee Assistance Programme** is a welfare initiative available to all our staff to give counselling, information, signposting and support. We care about our employees and their wellbeing and understand that everybody encounters situations or difficulties at some point in their life, and can benefit from independent help and support.
- **The Local Government Pension Scheme (LGPS) and Teachers' Pensions scheme** provides benefits for employees and their families both now and in retirement. The scheme provides employees with a secure future income at a low cost, with a large percentage contributed by the Trust.





THE ST LEONARDS ACADEMY

ABOUT THE SCHOOL

We are delighted that you are interested in becoming Principal at The St Leonards Academy. We are an innovative school with dedicated and determined staff, united by our values. We have approximately 1500 students and have the highest expectations that each and every child will achieve personal and academic success. We also support every student to contribute actively and positively to the Academy and the community that we serve. Students at our Academy experience a creative and dynamic approach to learning in all their lessons.

In 2017 we secured our best ever GCSE results and were awarded recognition of 'exceptional results' by the SSAT. In January 2017, we were judged 'Good' by Ofsted and the inspection team recognised that we are on the journey to becoming outstanding.

The Academy's motto, 'PRIDE Through Success' stands for 'Potential, Respect, Innovation, Determination and Excellence' and this applies equally to all of the Academy's staff as well as to our students.

We take great PRIDE in investing in all of our staff through a variety of professional development programmes that aim to provide a culture of life-long learning, continuity and succession planning.

The Academy is incredibly proud of its achievements. We are unequivocally determined to build on the strengths and successes by working in close partnership with the students, parents, carers and within the wider remit of the University of Brighton Academies Trust, to provide a fully inclusive first class education for our community.





THE ST LEONARDS ACADEMY

VISION & VALUES



THE
ST LEONARDS
ACADEMY

Our Mission

Join our **PRIDE!**

We are a coastal community unified by our values to inspire a brighter future

Our Values

Potential
Respect
Integrity
Determination
Excellence



Our Vision Statements

- We share a belief that education transforms lives and creates a brighter future.
- We celebrate the unique character of every child in our Academy whilst providing a rich curriculum that enables our pupils to learn to think for themselves, be resilient, be tolerant and respectful, be curious and enquiring.
- Our Academy nurtures, develops and supports staff and pupils alike, inspiring all to continue growing and learning.
- We are proud of our Academy community and our local community

PRIDE THROUGH SUCCESS



THE ST LEONARDS ACADEMY

JOB DESCRIPTION AND PERSON SPECIFICATION



PRIDE THROUGH SUCCESS



JOB DESCRIPTION

Job title:	Principal of The St Leonards Academy
Location:	Hastings
Salary:	L31 - 37 (£83,528 - £96,763)
Responsible to:	On a day to day basis, the postholder reports to the Executive Director of School Improvement. The post is ultimately responsible to the Chief Executive.
Responsible for:	Total establishment staff of c. 170
Purpose of post:	To provide inspirational, strategic and professional leadership of The St Leonards Academy in order to realise the Trust's vision of achieving outstanding status for the academy and to improve the standards, attainment and aspirations of all students.

Main areas of responsibility:

1. Trust Strategy, Vision and Values
<ul style="list-style-type: none">Engage with the Trust's Members and Trustees, Chief Executive, Executive Director of School Improvement and senior staff in order to contribute to the development the Trust's strategy for its academies, creating the platform for the development of high standards and learning.Ensure that the Trust's vision, values, strategy and performance in the academy are clearly articulated, shared, understood and acted upon effectively by all, so that the academy remains at the cutting edge of innovation and change, achieving outstanding status and top quartile performance.Work with the academy's community to translate the vision into agreed objectives and an operational plan in order to secure strong and sustainable school improvement and student attainment.Ensure that strategic planning recognises the needs and interests of all partners and stakeholders, whilst taking account of the diversity, values and experience of the academy and its community, so that the Trust's vision and values can be demonstrated in everyday work and practice and a shared culture and positive climate is created in the academy.



JOB DESCRIPTION

2. Leadership and Management

- Lead and manage the academy, with an emphasis on outstanding achievement, so that high standards and exemplary practice are utilised and shared to the greatest effect in the academy.
- Lead the academy so that day to day activities are fully supportive of the Trust's vision, values and strategic direction and school improvement plans.
- Ensure that high quality monitoring and evaluation takes place, so that issues and outcomes can be rapidly addressed.
- Contribute to the leadership of the federation with The Hastings Academy by developing and implementing flexible staffing structures in order to enable good practice to be shared, and so that there are opportunities for the Vice Principals and other staff to work closely and proactively together with similar staff in other academies within the Trust.
- Contribute to the leadership and management of the trust more widely, providing school to school support, disseminating best practice and contributing to cross-trust projects and strategies.
- Ensure effective day-to-day planning, allocation, support and evaluation of work undertaken by teams and individuals, with clear delegation of tasks and responsibilities.
- Lead and support the academy's senior leadership team to attract, build, motivate and retain high performing teams, so that transformational change, growth and success are achieved, and in order to facilitate talent spotting and succession planning.
- Implement performance management procedures, in order to foster high standards and strong motivation from all staff.
- In conjunction with the Director of CPD, oversee the development and implementation of appropriate induction and staff development programmes of activity, so that all staff are well placed to maximise the attainment and aspirations of the academy's students.



JOB DESCRIPTION

3. School Improvement Strategy

- In conjunction with the Director of School Improvement, plan, develop and implement an effective school improvement strategy, in order to ensure that aspirations and standards continue to rise in the academy over the long term.
- In conjunction with the academy's senior leadership team, provide professional leadership of learning and teaching and school improvement activities in the academy, so that attainment of all groups of students (including those from disadvantaged backgrounds) consistently improves and is comparable. This includes:
 1. Developing and implementing effective school improvement strategies;
 2. Implementing agreed curriculum developments, including behaviour policy;
 3. Implementing agreed policies for the pastoral care of all students;
 4. Promoting and ensuring an inclusive approach to education;
 5. Evaluating standards of teaching and learning, and implementing appropriate strategies to disseminate good practice and address areas of inadequacy;
 6. Ensuring student progress is monitored using data and benchmarks and that appropriate interventions are used to address any areas of underachievement;
 7. Embedding academy self-review and evaluation;
 8. Maintaining policies and procedures for the effective safeguarding of children and young people;
 9. Supporting the transition of new students into the academy
- Develop strong and effective links and support for local primary academies and schools, so that there is seamless transition of students to the academy.

4. Community Engagement and External Partnerships

- Promote effective links with parents/carers in order to maximise aspirations and promote student progress.
- Support the Chief Executive in the development and implementation of a community engagement strategy, including partnership activity with key stakeholders, in order to combat the significant disadvantage evident in the communities served by the academies and to promote a continuous culture of change.
- Provide day-to-day leadership of the academy's multi-agency unit and SEN facility in order to promote effective liaison with other agencies and an inclusive approach education.



JOB DESCRIPTION

5. Resource Strategy

- In conjunction with central Trust staff, ensure the effective deployment and management of the academy's resources (ensuring compliance with DfE/EFA regulations and advice), in order to maximise value for money and impact and enable all students to gain high levels of achievement.
- In conjunction with central Trust staff, oversee the management and organisation of the academy environment in order to ensure that it meets the needs of the curriculum and health and safety regulations.

6. Equalities

- Oversee the implementation of policies on equalities in order to ensure equality of opportunity and practice in all aspects of the academy's work is in compliance with legislation and good practice.

7. Other Duties

- Undertake such other duties as reasonably correspond to the general character of the post and commensurate with the post of Academy Principal.





PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

ESSENTIAL

Leadership of staff and resources

- Evidence of different leadership and management roles in an educational context;
- Evidence of the ability to lead, motivate, enthuse and drive forward individuals and teams to achieve high performance;
- Evidence of the ability to implement and retain effective and sustainable staffing structures, including the implementation of programmes of staff development;
- Evidence of making a positive impact on the development and improvement of a school;
- Evidence of responsibility for the allocation and monitoring of financial and capital resources.

Education and qualifications

- Good honours degree or equivalent;
- Qualified Teacher Status;
- Evidence of recent professional development.

Experience and knowledge

- Substantial experience of secondary education, including recent experience as a vice principal, deputy principal or equivalent senior school leader role;
- Experience of developing and implementing educational improvement strategies, resulting in evidence of successful improvement in student progression and attainment;
- Strong track record of successful development and delivery of learning, including detailed knowledge of strategies to achieve effective learning, teaching and assessment underpinned by the innovative use of ICT;
- Knowledge and passion for quality in educational provision, including empathy for the regional context;
- Significant knowledge and understanding of relevant legislation, national priorities, the National Curriculum, innovation, new developments and accountability/statutory frameworks underpinning educational effectiveness;
- Knowledge of all associated phases of education (Primary, 14-19 and HE);
- Knowledge and understanding of approaches to self evaluation and improvement planning processes;
- Understanding and experience of statutory safeguarding requirements, including safer recruitment;
- Understanding of, and commitment to, equality and diversity;
- Experience of budget management and resource planning.



PERSON SPECIFICATION

Communication

- Highly effective communication skills and ability to influence and communicate with key stakeholders, including parents/carers and community partners;
- Excellent oral and written communication skills, and excellent interpersonal skills.

Skills / attributes

- Understanding and respect for young people and their needs in the 21st century;
- High standards of integrity and a positive role model for staff and students;
- Ability to analyse, evaluate and interpret information, including statistical data, and make critical organisational decisions in conjunction with others;
- Very good problem solving, negotiation and decision making skills and the ability to produce practical and innovative solutions;
- Excellent time management and organisational skills, including working under pressure and to deadlines;
- Confident user of ICT;
- Commitment to personal and professional development.

DESIRABLE

- Postgraduate qualification in an education or management related area
- Be working towards or completed a recognised leadership qualification, such as National Professional Qualification for Headship.

This Job Description and Person Specification draws upon, and should be read in conjunction with the high standards applicable to all headteacher roles within a self-improving school system as outlined in the National Standards of Excellence for Headteachers (January 2015) embedding many of the key characteristics across the four "Excellence as Standard" domains with an appreciation that the context for headteachers changes constantly.

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

This post is subject to a Disclosure and Barring Services (DBS) check

This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.



**THE
ST LEONARDS
ACADEMY**

HOW TO APPLY



**If you would like further information or a confidential conversation,
please contact Syvonne Wilson at Academicis on:**

Switchboard: 01223 907979

Mobile : 07500 889504

E: swilson@academicis.co.uk

**All applications are to be sent to
Academicis no later than
12:00 noon on Friday 19th October 2018**

Interview Days - Monday 29th & Tuesday 30th October 2018

We reserve the right to research applicants on social media platforms and the internet, and the recruitment panel may take this information into consideration during the recruitment process.