



SPENCER
ACADEMIES TRUST

Spencer Academies Trust

Principal

Candidate Information Pack

ASPIRATION | PARTNERSHIP | RESPONSIBILITY



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The Trust

The Trust comprises the following Academies across Nottinghamshire, Nottingham City, Derbyshire, Derby City and Leicestershire local authorities:

School	Phase	Joined	Current Ofsted Grade
George Spencer Academy	S	2010	Good, April 2023
Chetwynd Spencer Academy	P	2012	Outstanding September 2020
Wyndham Spencer Academy	P	2012	Outstanding, May 2014
Fairfield Spencer Academy	P	2013	Good, July 2016
Portland Spencer Academy	P	2014	Outstanding, December 2023
Glenbrook Spencer School	P	2014	Good, November 2022
Sunnyside Spencer Academy	P	2023	Awaiting report, July 2023
Heanor Gate Spencer Academy	S	2014	Outstanding, May 2023
Long Field Spencer Academy	S	2015	Good, May 2023
Inkersall Spencer Academy	P	2015	Good, March 2022
Derby Moor Spencer Academy	S	2018	Good, June 2022
John Port Spencer Academy	S	2018	Good May 2022

School	Phase	Joined	Current Ofsted Grade
Rushcliffe Spencer Academy	S	2018	Outstanding, February 2014
Arnold Hill Spencer Academy	S	2018	Requires Improvement, January 2023
Farnborough Spencer Academy	S	2018	Good, September 2022
Hilton Spencer Academy	P	2018	Good, January 2023
Ashwood Spencer Academy	P	2018	Good, February 2023
The Mease Spencer Academy	P	2019	Not yet subject to inspection
Chellaston Fields Spencer Academy	P	2019	Not yet subject to inspection
St Giles Spencer Academy	Sp	2019	Outstanding
Rosecliffe Spencer Academy	P	2020	Good, June 2023
Highfields Spencer Academy	P	2020	Requires Improvement, February 2023
Clover Leys Spencer Academy	P	2021	Not yet subject to inspection
Castleward Spencer Academy	P	2021	Not yet subject to inspection
Brackensdale Spencer Academy	P	2021	Not yet subject to inspection
Millside Spencer Academy	P	2022	Not yet subject to inspection



Aims of Spencer Academies Trust (SAT)

Mission

Our Mission is to deliver the best possible outcomes for children and young people.

Vision

Spencer Academies Trust is an exceptional Trust, providing an outstanding education for local children.

We Believe:

- All children have a right to a quality education regardless of background or ability, and have an entitlement to the opportunity of a secure progression route in their learning and development.
- Schools are stronger when they work in collaboration with each other, operate within a 'family' and are open to a true sense of partnership.
- We grow the effectiveness and sustainability of our schools by developing the people within them, and that through shared and equitable responsibility for quality and outcomes; we achieve more.

Our Trust Behaviours

- Straight talking and sincere
- Love to deliver
- Obsessive about detail
- Strive to do it differently
- Share responsibility, celebrate success together

Our Leadership Behaviours

- Leadership by example
- Passion for people
- Coaching not critiquing
- Understand your impact
- Having humility

About John Port Spencer

John Port Spencer Academy is a large secondary academy in Etwall, Derbyshire. With almost 2,000 students on roll we are one of the biggest secondary academies in the country. Academic standards at John Port Spencer Academy are high and students are challenged to achieve according to their ability. Our focus is on attainment, and we offer the support and guidance to allow students to develop as individuals.

Our scale allows us to combine an academic focus with a unique enrichment and sports offer, including a community leisure centre and extensive sports pitches on site. Based on the estate of a medieval manor house, our school grounds are unique, and include protected micro-environments and listed monuments on site.

At John Port Spencer Academy, we offer an exceptional quality of education for students from the villages and communities of South Derbyshire.





Our Values

At John Port Spencer we prepare our students for a fast moving and rapidly changing world. We have a culture of high expectations, and our values – aspiration, resilience, responsibility – are those which allow students to succeed both in school and beyond. We challenge and motivate students to ensure that they reach their full potential. John Port Spencer Academy is a values-led community which is centered on the needs of students. Our focus is on supporting students to develop as individuals with a strong sense of moral purpose, and the resilience to thrive under challenge.

Our academy values are instilled through the modelling of good practice and through debate. We aim not to instruct, but to support students as they make informed judgements, leaving young people with the skills they need for life. As part of this, John Port Spencer encourages students to embrace change, difference and positive contribution.





Use towels and
dish cloths
Please return to
cupboard clean and
dry.



Letter from Chair of Governors

Thank you for the interest that you have shown in John Port Spencer Academy that sits in the heart of a thriving and expanding local community in Etwall and the surrounding villages.

Our Governing Body is made up of experienced and new Governors and works hard to ensure that the community's voice is heard.

Both I and the rest of our Local Governing Body look forward to your application. Good luck!

Rob Tice

Chair of the local governing body

Letter from the Secondary Director of Education

This role offers an experienced leader an exciting opportunity to continue the positive progress that John Port has repeatedly made since joining The Spencer Academies Trust. We are proud of the transformation John Port has undergone in the last six years, firstly being restored to an Ofsted 'good' school and most recently attaining 'World Class' status.

There are many opportunities for John Port Spencer Academy, including our ambition to:

- Sustain the recent improvements in student outcomes at key stages 4 and 5
- Further enhance the reputation of John Port Spencer on its journey toward outstanding

There are of course challenges to address:

- Managing the introduction of the new Post 16 building
- Ensuring John Port can now compete with the very best schools in SAT year on year in progress and attainment terms

The successful applicant will enjoy the full support of me, our Trust team, the Academy's staff and governors. There is significant opportunity for professional development and personal growth as part of our Trust, working with partners regionally, locally and internationally. Our Teaching School and Research School offers a full-suite of formal national

leadership development programmes to Executive level as well as informal opportunities to network widely and explore innovation and research-based enquiry approaches to school improvement.

We have a talented team of Principals and leaders who work to collaborate to share resources best practice, overcome challenges and learn from each other. We share collective responsibility for all of our staff, young people and children and of course have the highest ambitions and aspirations for their future.

I wish you all the very best in your application and look forward to hearing from you.

To apply:

Please write a short expression of interest for the post. The application closing date is 1st July 2024 at 8.00am. However, we may choose to close earlier than that if we receive any prompt applications from exceptional candidates.

Fraser Mitchell

Secondary Director of Education





351.74 Crime
500 Science
510 Maths
591 Animals

621.4 Energy
629.2 Cars & bikes
636 Pets
658 Business

Senior fiction
Millennium library

Philosophy
Psychology
Religion
Politics

Job Description

Establishment:	John Port Spencer Academy – Spencer Academies Trust
Post Title:	Principal
Grade/Pay Range:	Leadership L33 – L39
Hours/weeks:	Full Time
Reporting to:	SAT Chief Executive and Director of Secondary Education
Department/Team:	Secondary Principals/Heads of School

Terms and Conditions

Term	Permanent
Pension	Teachers Pension Scheme
Office Accommodation	The registered place of work will be John Port Spencer Academy, Main Street, Etwall, Derby, DE65 6LU
Right to work	The successful applicant will need to provide proof of the right to work in the UK before taking up the post.
Safeguarding	The successful applicant will need to complete level 2 safeguarding training (online) prior to taking up the post.



Overall Purpose of Post

With a belief there can be no ceiling on student achievement and a passion for equality, the Principal brings strategic direction and professional credibility to John Port Spencer Academy.

The Principal is accountable to the Chief Executive and Secondary Director of Education for ensuring that the Academy improves the life chances of children and young people by raising aspiration and fulfilling potential.

The Principal will provide professional leadership and management of their individual Academy and must establish a culture that promotes excellence, equality and high expectations of all pupils, whilst contributing to the success of all pupils within the Spencer Academies Trust.

Main Duties and Responsibilities

- Provide inspirational and effective leadership and management of the Academy, ensuring pupils make outstanding academic and personal progress.
- Effective implementation and embedding of the SAT values and principles of working in collaboration and upholding the SAT mission, vision and beliefs.
- Provide leadership across all aspects of the Academy including professional leadership, management and control.
- Create a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of Academy work.
- The Principal will have line management responsibilities for the Senior Leadership Team in the Academy.

Strategic Leadership

- Hold and articulate clear values and moral purpose, focused on providing an outstanding education for the pupils of the Academy;
- Ensure the Academy achieves its performance targets and lead the academy within the Trust's agreed objectives and operational plans, which will drive forward and sustain academy improvement;
- Demonstrate the vision and values of SAT in everyday work and practice;
- Challenge, motivate and empower others to ensure the academy provides a high quality education and delivers the best possible outcomes for children and young people;
- Promote the Academy, and the Trust and develop effective and productive relationships with a wide range of stakeholders;
- Secure the commitment of parents and the wider community to the vision and direction of the Academy and the Trust;
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursues continuous professional and personal development.

Teaching and Learning

- Provide a model of outstanding practice to all staff in teaching and academy leadership;
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality and equity, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;

- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities which promote pupils' wellbeing and achievement;
- Establish a positive culture of challenge, support and high expectations and a culture for sharing best practice within the Academy, drawing on and conducting relevant research and forensic data analysis;
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.

Employee Support and Development

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other;
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
- Hold all staff to account for their professional conduct and practice;
- Build a collaborative learning culture within the academy and actively engage with other academies within the Trust to build effective learning communities.

Systems and Processes

- Ensure that systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the Academy and in the wider society;
- Ensure the Academy systems and measures for managing the performance of staff are implemented robustly in the phase, addressing any under-performance, supporting staff to improve and valuing excellent practice;
- Manage the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities;
- Work with the SLT and Trust to recruit and retain staff of the highest quality, in line with trust policy and safer recruitment procedures.

The Self-improving School System

- Work with other schools/academies and organisations (both within and beyond SAT), in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils;
- Develop effective relationships with fellow professionals and colleagues in other setting and other public services to improve academic and social outcomes for all pupils;
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools;
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;



ENZYMES

Catalyst
Substances that increase the rate of chemical reactions without being used up.

Active Site
The area that substrate molecules fit into when a reaction happens.

ANATOMY

- ESOPHAGUS**
 - A HOLLOW TUBE CONNECTING THE ORAL CAVITY TO THE STOMACH
 - FOOD IS MIXED WITH SALIVA AND THEN IS MOVED VIA THE ACTION OF PERISTALSIS
- STOMACH**
 - IT IS LINED BY GASTRIC FOLDS THAT RELEASE DIGESTIVE JUICES WHICH CREATE AN ACIDIC ENVIRONMENT (PH 1.5)
 - A TEMPORARY STORAGE TANK WHERE FOOD IS MIXED BY CHURNING AND PROTEIN DIGESTION BEGINS
- SMALL INTESTINE**
 - CONSISTS OF THREE SECTIONS - THE DUODENUM, JEJUNUM AND ILEUM
 - A LONG, TIGHTLY FOLDED TUBE WHERE USABLE FOOD SUBSTANCES (NUTRIENTS) ARE ABSORBED
- LARGE INTESTINE**
 - THE FINAL SECTION OF THE ALIMENTARY CANAL, WHERE WATER AND DISCARDED MATERIALS (CELLULOSE) ARE ABSORBED
- SAIVARY GLANDS**
 - RELEASE SALIVA TO MOISTEN FOOD AND CONTAINS ENZYME (E.G. AMYLASE) TO INITIATE STARCH BREAKDOWN
- PANCREAS**
 - PRODUCES A BROAD SPECTRUM OF ENZYMES THAT ARE RELEASED INTO THE SMALL INTESTINE VIA THE DUODENUM
 - ALSO SECRETES CERTAIN HORMONES (INSULIN, GLUCAGON) WHICH REGULATE BLOOD SUGAR CONCENTRATIONS
- LIVER**
 - TAKES THE RAW MATERIALS ABSORBED BY THE SMALL INTESTINE AND USES THEM TO MAKE KEY CHEMICALS
 - ITS ROLE INCLUDES DETOXIFICATION, STORAGE, METABOLISM, BILE PRODUCTION AND HAEMOGLOBIN BREAKDOWN
- GALL BLADDER**
 - THE GALL BLADDER

Rate
The number of particles reacting per unit time.

Removable
The number of particles that can be removed from the system.

Resolution
The number of particles that can be distinguished from one another.

Uncertainty
The number of particles that are not counted.

Control Variable (CV)
A variable that is kept constant.

Independent Variable (IV)
The variable that is changed.

Dependent Variable (DV)
The variable that is measured.

Continuous Variable
A variable that can take any value.

Categorical Variable
A variable that can only take a limited number of values.

Systematic Error
An error that is consistent and repeatable.

Accuracy
How close the measured value is to the true value.

Precision
How close the measured values are to each other.

TRANSLATION

Messenger RNA

Transfer RNA

ribosomal RNA

ribosomal protein

ribosome

codon chart

codon wheel

CELL DIVISION

Interphase
-Protein synthesis
-DNA replication
-Chromosome condensation

Prophase
-Chromosomes appear visible
-Nuclear envelope breaks down
-Centrioles appear

Metaphase
-Chromosomes line up in the middle
-Spindle fibers attach to centromeres

Telophase
-Nuclear envelopes reform
-Chromosomes decondense

By Alice and Ellie

THE HEART

Right Atrium
Right Ventricle
Left Atrium
Left Ventricle

Tricuspid Valve
Bicuspid Valve
Aortic Valve
Pulmonary Valve



- Model entrepreneurial and innovative approaches to school improvement and leadership, confident of the vital contribution of internal and external accountability;
- Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Safeguarding children and Safer Recruitment

- Ensure safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by SAT;
- Ensure that all policies and procedures adopted by the Trust are fully implemented and followed by all staff;
- Ensure that sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.

- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment.

All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Person Specification - Essential/Desirable

Qualifications and Experience	E	D
Qualified Teacher status	•	
Honours Graduate or equivalent	•	
Further relevant professional/academic study or development	•	
NPQH or NLE qualification or potential to achieve	•	
Substantial successful recent senior leadership experience with proven impact	•	
Experience as a current, previous or Principal/Headteacher		•
Experience across the secondary age range including thorough knowledge of the National Curriculum	•	
Experience of coaching and performance management which has led to improvement	•	
Proven track record in leading and managing successful teams	•	
Experience of having led, or made a significant contribution to, the success of an Academy, through its leadership, pupil outcomes and ethos	•	
Experience of analysing and monitoring standards and developing a relevant, effective curriculum	•	
Experience of managing organisational change	•	
Involvement in successful collaborative partnerships that have led to improved outcomes.	•	



Knowledge and Skills	E	D
Outstanding classroom practitioner	•	
Up to date knowledge including pedagogy and research findings.	•	
Understanding and commitment to safeguarding and promoting the welfare of children	•	
Knowledge of current and emerging priorities for the secondary phase	•	
Knowledge of how to prioritise effective allocation of the school finance streams	•	
Ability to generate and share a vision	•	
Ability to develop and maintain appropriate relationships and establish effective stakeholder partnerships within and beyond the Academy, and cross phase.	•	
Excellent interpersonal and presentation skills across the spectrum of stakeholders.	•	
Ability to manage and prioritise workload and, where appropriate, delegate to others.	•	
Ability to use data and a range of sources of evidence to make judgements and identify priorities.	•	
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for improvement	•	
Excellent influencing skills and the ability to engage others in new ideas	•	
Able to inspire, challenge and motivate others through a range of leadership styles	•	
Has excellent organisational skills and is able to reprioritise workload.	•	
Able to work under pressure	•	
Ability to manage information for a range of purposes including internal and external to the Trust	•	

Personal Qualities	E	D
Self-aware – knows strengths and preferences and can relate to different personality types well.	•	
An inclusive mindset	•	
Self-motivated	•	
Willingness to learn	•	
Ability to work flexibly within a team and lead by example.	•	
Have a sense of perspective and a great sense of humour.	•	
Uncompromisingly ambitious for students and their life chances.	•	
Creativity	•	
Personal integrity	•	
Resilience	•	
Excellent communicator - both written and oral	•	
Recognition of the importance of personal responsibility for health and safety	•	
Commitment to the Trust's ethos, aims and whole community.	•	



SPENCER
ACADEMIES TRUST

Registered Office
Arthur Mee Road
Stapleford
Nottingham
NG9 7EW

w: www.satrust.com

e: info@satrust.com

t: 08455 651 870

 [@satrust_](https://twitter.com/satrust_)