



CANDIDATE INFORMATION BROCHURE FOR THE EXECUTIVE PRINCIPAL FOR NORTH THORESBY PRIMARY ACADEMY AND UTTERBY PRIMARY ACADEMY



North Thoresby
Primary Academy
To make our best better



Utterby
Primary Academy
To make our best better



**Academies
Enterprise Trust**
To make our best better

To inspire young people to make their best better

3 October 2017

Dear Candidate

Thank you for your interest in becoming the next Executive Principal at North Thoresby Primary Academy and Utterby Primary Aacdemy. We are very proud and privileged to serve the young people in and around Gimsby and Louth.

We have a dedicated staff team to ensure that all the children make the best progress they could possibly make and, that all students attending both Academies, whatever their back-story, have access to the very best educational experiences possible.

North Thoresby Primary Academy and Utterby Primary Academy are part of Academies Enterprise Trust network of 64 primary, special and secondary academies. We are passionately committed to inspiring children and young people. We firmly believe that all young people deserve to become world class learners - to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Being part of the Trust has enabled us to work closely with our cluster of primaries. The Trust provides a high degree of support and expertise to the whole school community and we enjoy significant partnerships with other primary and secondary academies across the school network.

We warmly invite you to look at our website and read through the information about what we do, our achievements both inside and outside of curriculum time and the other accolades the academy has achieved. You are encouraged to visit the academy for a tour.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

If you share our vision and values then we would be very excited to hear from you.

Yours sincerely

Tanya Bentham
Head of Talent

North Thoresby Primary Academy

North Thoresby Primary Academy is an exceptional village primary academy with superb facilities offering a real family based traditional education. North Thoresby Primary Academy is federated with Utterby Primary Academy, and since becoming federated, we have welcomed new staff, a new curriculum and has seen a significant improvement in performance. The academy has grown over the last 4 years with roll numbers more than doubling.

We pride ourselves on our warm and friendly atmosphere which forms a vital part of village life. Our children mainly come from the villages of North Thoresby, Grainsby and Waithe but children from the villages of Brigsley, Fulstow, Holton-le-Clay, and Ludborough also attend.

Our curriculum

Our curriculum is tailored to meet the needs of all our wonderful children and we have 4 classes which are named after famous authors. These are Potters, Dahls, Hills and Riordans.

Ofsted in 2016 commented that 'The curriculum is well designed and inspires pupils and their teachers because leaders act on the views of pupils'. To learn more about our curriculum please visit our website at www.norththoresbyprimaryacademy.org

Our staffing structure

Our headteacher is Helen Redmond who we share with Utterby and our Assistant Headteacher is Paula Ellemore.

EYFS/Year 1 – Anita Dodge and Sarah Webster

Year 2 – Bethan Hensman and Janette Nicholls

Year 3/Year 4 – Laura Smith, Rebecca Fountain, Julie Watson

Year 4/5/6 – Paula Ellemore, Tracey Carr

We also have a dedicated support staff team of 7.

Ofsted

To view our Ofsted reports please click [here](#).

Utterby Primary Academy

Utterby Primary Academy offers a rural location and prides itself on its good reputation and small, family ethos to retain pupil numbers. The village of Utterby is a small rural village, so children are mainly driven into school from Louth and other neighbouring villages. The children have a mix of backgrounds. Due to the local

villages/ houses being quite isolated, Utterby Primary Academy provides an opportunity for the children to socialise and develop friendships. There is a special touch of innocence about the children and the academy which makes it very special.

The original school was built in 1879 with a two class extension in 2003 (removable portacabins and outside toilets). The hall is under-sized and is used as a teaching space. Every space is used to its full potential yet the building is attractive, well-maintained and newly refurbished. Utterby Primary Academy has its own small kitchen and provides cooked hot meals. The needs at Utterby Primary Academy are to look at extending so that there is an additional teaching space.

Ofsted

To view our Ofsted reports please click [here](#).

Staff Profiles

I started teaching at North Thoresby Primary School in March 2010. I worked part time for two days a week as a class teacher for Key Stage 2. At the time we had just 31 pupils on roll. The school has supported me since then in my professional development. I became leader of Mathematics, moved to working full time and last year was appointed as Assistant Headteacher of North Thoresby Primary Academy and our federated school Utterby Primary Academy.

Working for the academies has been a great experience enabling me to develop both my teaching and leadership. The AET mathematics support has been excellent and helped us all drive forward. I love working at this school. The atmosphere is warm and friendly; we support each other and are a great team.

The best part of working here is getting to know the fantastic children that we teach. They are well motivated, eager to learn and have very good behaviour. Having such a positive working environment is the key to a successful and rewarding career.

‘Paula Ellemore’ – Assistant Headteacher – (North Thoresby and Utterby Primary)

Data

Age range	4-11
Location	Grimsby and Louth
Budget size	Utterby Primary Academy: £317k North Thoresby Primary Academy: £421k
Number on roll	133
% of students on free school meals	Utterby Primary Academy: 29.8% North Thoresby Primary Academy: 14.5%
% of students with English as an additional language	Utterby Primary Academy: 9.8% North Thoresby Primary Academy: 2.9%
% of students with SEN	Utterby Primary Academy: 8.5% North Thoresby Primary Academy: 7.9% + 1.3% statemented
Absence %	Utterby Primary Academy: 6.1% North Thoresby Primary Academy: 4.3%
Date academy established	July 2013
Number of teaching staff	9
% of newly qualified teachers	0
Performance	Utterby Primary Academy: Data North Thoresby Primary Academy: Data

JOB DESCRIPTION

Job Title: *Principal*

Accountable to: **Regional Education Advisor
Chair of Governors**

Allowance Attached to the Post: **As set out in the contract of employment where applicable**

Core Purpose of the Principal

The Principal is accountable overall to Academies Enterprise Trust (the “Group”) through our governance structure for ensuring the educational success of the Academy within the overall framework of Group’s the Corporate Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources.

1. Strategic direction and development

- Develop and communicate a shared educational vision that expresses the core values of the Group, is responsive to the needs of the local community, and motivates and inspires others.
- Raise the aspirations of students, their families and all staff to foster the self-belief that all students who attend the Academy can achieve at the highest level.
- Work closely with other academies within the Group and all key stakeholders to achieve this vision and secure their commitment to its enactment.
- Develop a strategic approach that focuses on pace and accelerated progress to bring about rapid and sustainable improvement.
- Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on students’ achievement and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high quality educational experience is available for all children and young people who attend the Academy.
- Ensure a robust and sustainable focus on supporting students to make the best possible progress in all subjects across the Academy.
- Establish creative and collaborative responses to personalising learning and improving teaching within the Academy.
- Drive innovation in education ensuring the Academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- Determine curricula and learning pathways that are informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of the Global economy.
- Develop and implement strategies to ensure continuity of learning at all main points of transfer, for example when student progress from the primary to secondary phase.
- Ensure the development and consistent implementation of robust tracking and monitoring systems that accurately identify and evidence students’ ongoing and projected progress

in all subjects.

- Ensure that assessment for learning is embedded in all teaching so that students understand fully what they need to do to make the best possible progress.
- Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action is taken in accordance with Group policies and procedures.
- Provide a range of extra-curricular activities which will enhance the reputation of the Academy and the Group in regards to providing a broad and well-rounded education.
- Create a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and others

- Provide dynamic, consistent and motivational leadership for the Academy and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- Set high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the Academy's intended outcomes.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- Develop and implement a performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- Regularly review your own practice, set personal targets and take responsibility for your own continuous professional development.
- Ensure that systems are in place to encourage all staff to be similarly active in their personal and continuous professional development.
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly for middle and senior leaders.
- Develop an ethos that ensures regular involvement of all staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- Work collaboratively with the chair of the Local Governing Body (LGB) to encourage and support all LGB members both separately and collectively to fulfil their governance responsibilities effectively, in particular in terms of holding the Academy to account and challenging the Academy to enable all students to make the best possible progress and achieve their full potential.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the Group ethos and vision.

4. Academy ethos and community

- Create effective means of communication to ensure that all stakeholders in the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- Create strong links and collaborative ways of working with all stakeholders including the wider community, other Group academies, neighbouring schools and colleges, ensuring the Academy is at the heart of the community.
- Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including

entire family members) to access knowledge, skills and learning opportunities.

- Work with the Group's Professional Services Departments, the Local Authority and the Local Governing Body to support the achievement of locally determined educational priorities and initiatives.
- Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.
- Develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- Foster a culture where all members of the Academy community respect others and their physical surroundings.
- Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence, self-respect and social responsibility are encouraged.
- Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the Academy.

5. Management of the organisation

- Ensure effective operational management for the delivery of education within the Academy's budget and in accordance with financial and organisational structures of the Group as set in the Finance Handbook.
- Work to, and report on, and achieve targets for achievement of the Academy and personal targets as agreed by the Group, Local Governing Body and the DfE.
- Work within a defined organisational structure that enables effective and efficient ways of working and supports the achievement of the Academy's objectives.
- Work with Regional Director of Education, the Chair of the Local Governing Body and the AET Board to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the Academy and of their personal role in enabling and promoting high quality learning.
- Work effectively with Professional Services Departments, Group Principals/Headteachers, the Local Governing Body, to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- Act in accordance with Group policies, procedures and legislation affecting the conduct of the Academy, particularly that governing health and safety, finance and employment rights.
- Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

6. Supporting the work of the Group

- Develop strong, positive relationships with Group colleagues; contribute to collaborative work across Group Academies; and support other staff in participating in Group work and projects.
- Participate in Group and sector-wide activities in order to share best practice, contribute to the development of Group strategies and policies and promote the Academy and the Group in a national context.
- Undertake any other reasonable duties deemed appropriate to the role of the Principal.

7. Specific Responsibilities

- To report to Professional Services Departments, the Chair of the Local Governing Body and the Board as appropriate.
- To report to the Local Governing Body, at Academy level, on Academy performance and the implementation of Group policies, thereby ensuring full involvement of the governors in strategic planning, business activities, monitoring and building relationships with the wider community.
- Further aspects to be agreed with the Regional Director for Education, the Chair of the Local Governing Body and the Group Board

NOTES

All Academy leaders are subject to the requirements of the National Standards of Excellence for Headteachers, as published and revised by the DfE. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Regional Director for Education and the Chair of the LGB.

All Academy leaders are subject to the requirements of the Ofsted measures of effectiveness, which will be monitored by the Regional Director for Education, the AET Board, and the LGB.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Regional Director for Education, the CEO, the AET Board and the Chair of Board of Governors.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Degree Teaching qualification 	<ul style="list-style-type: none"> Higher qualification in education and/or management NPQH Participation in an accredited school leadership programme 	<ul style="list-style-type: none"> Application form Certificates
Experience	<ul style="list-style-type: none"> Experience in at least two primary schools/academies Significant experience at senior level Proven track record of raising educational standards Experience of whole school curriculum planning, development and implementation Experience of developing, implementing and managing effective whole school systems for monitoring students' progress 	<ul style="list-style-type: none"> Curriculum and pastoral experience at senior management level Experience of working at a senior level in a school in challenging circumstances where rapid improvement has been achieved 	<ul style="list-style-type: none"> Application form Letter of application Selection process References
Shaping the Future	<ul style="list-style-type: none"> Capacity to recognise and build on the considerable successes of the academy and formulate a vision for innovation and improvement Sound knowledge of current and future educational developments 	<ul style="list-style-type: none"> High profile in school and community Proven track record of change management Leading a school to achieve improved OFSTED judgements 	<ul style="list-style-type: none"> Letter of application Selection process References

	<ul style="list-style-type: none"> • Experience of successfully leading change and inspiring others • Experience of leading and implementing rapid improvement 		
Leading Learning & Teaching	<ul style="list-style-type: none"> • Ability to lead by example and inspire high quality teaching and learning • Ability to inspire, demonstrate and support the highest of expectations for all • Commitment to include and make a difference for every student 	<ul style="list-style-type: none"> • Ability to model and demonstrate outstanding classroom practice 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Developing Self and Working with Others	<ul style="list-style-type: none"> • Skill to set appropriate and challenging targets • Capability to make and take decisions and delegate appropriately • Commitment to the encouragement, empowerment and training of staff • Commitment to own self development • Commitment to working collaboratively with the Sponsor 	<ul style="list-style-type: none"> • Designated safeguarding lead trained 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Managing the Organisation	<ul style="list-style-type: none"> • Capacity to build on and manage high performance teams • Ability to use strong and effective management systems underpinned by clear communication 	<ul style="list-style-type: none"> • Experience of financial management and curriculum based budgeting • Understanding of PFI arrangements challenges and potential 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

	<ul style="list-style-type: none"> • Ability to produce and implement appropriate improvement plans and policies • Commitment to the continuation of our strong links and partnerships with governors, staff, parents, pupils, the wider community and other schools • Knowledge and understanding of effective financial management 		
Securing Accountability	<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results • Knowledge of performance management processes • Evidence of effective working with governing bodies and/or academy trust governance arrangements 	<ul style="list-style-type: none"> • Experience of accounting to OFSTED and/or the DfE to demonstrate robust evidence of progress and improvement. 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Strengthening Community	<ul style="list-style-type: none"> • Ability to continue to develop the academy's response to its changing community • Commitment to promoting community links and cohesion • Evidence of developing positive links and relationships with partner primary schools and academies • Ability to recognise 	<ul style="list-style-type: none"> • Experience of business links 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

	and build on the academy's excellent multi-agency links		
Personal Qualities & Attributes	<ul style="list-style-type: none"> • Passionate about education • A commitment to inclusion and success for all • An effective communicator • Interpersonal awareness and concern for impact • Resilient and energetic • Firm and fair • Lead by example with high professional standards • Visibility and leading from the front • Dynamic and motivational • A sense of proportion 	<ul style="list-style-type: none"> • A high level curriculum thinker 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Safeguarding Children	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Sound understanding of statutory safeguarding requirements 	<ul style="list-style-type: none"> • Recent accredited safeguarding training 	<ul style="list-style-type: none"> • Letter of application • Selection process • References



Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;

- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store—Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

The Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. The AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. The AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you

are appointed, in which case the data you have supplied will form the basis for your individual staff record.

APPLICATION PROCESS

Thank you for considering applying for North Thoresby Primary Academy and Utterby Primary Academy.

To apply, please complete the application form and return to recruitment@academiesenterprisetrust.org. Please note CVs cannot be accepted.

Closing date: Monday 16 October 2017, noon

Shortlisting date: Monday 16 October 2017

Interview date: Thursday 19 or Friday 20 October 2017

We look forward to receiving your application.