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FLEGG HIGH ORMISTON ACADEMY

Principal recruitment pack



[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

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Welcome

Introduction

Thank you for the interest you have shown in the position of principal at Flegg High Ormiston Academy. We do hope that the information in this pack will be helpful to you and convey the type of leader we are looking for – someone fully committed to improving the life chances for our young people, while maintaining high expectations and with a relentless focus on outcomes.

Flegg High Ormiston Academy is in Martham, a small rural village around 25 minutes east of the vibrant city of Norwich, and only a few miles from the beautiful Norfolk coastline. We are an 11-16 mixed comprehensive school, taking students from an area covering over 300sq km and from more than 20 primary and junior schools. The majority of our students live in local villages and hamlets although some travel considerable distances to attend the academy. This means we have a rich and varied intake, bringing diversity and energy to the whole community.

We continue on a journey of improvement, having been rated as 'Good' by Ofsted in 2016, where inspectors recognised that the school is working hard to avoid 'quick fixes' and to embed change that will have an impact in the longer term.

Attainment outcomes in 2017 (around national levels) were overshadowed by poor progress for the cohort. Despite good performances for individual students, and in some foundation subjects, the students as a group did not do as well as they should have. We recognised that this might be the case early last academic year, and responded by making key changes to provision, qualifications and delivery. Although this was not enough to address the immediate issue, predictions for current students in years 10 and 11 are strong.

Flegg High Ormiston Academy believes that students should be encouraged to embrace a broad and balanced curriculum that prepares them well for post-16 study and training. Although there are few vocational routes in school, a wide range of qualifications are on offer for students to choose from, and adaptations are made where appropriate to ensure those pathways are personalised. The majority of students go on to local post-16 provision, either studying A-Levels or more vocational routes in strong providers with proven track records. Our NEET figures are always low, and have been below 1% for the last 3 years. This reflects the excellent advice and guidance students are given as they move on from our care each summer.

As well as the core curriculum, the school also embraces activities outside of the classroom that enhances student performance and engagement. We have a very strong STEMM ethos, and our students have won national recognition in recent years in this area. In sport, our students have excelled in several disciplines, including football, cricket and cross-country. We also had an amazing new full-sized 3G facility built in 2016, in partnership with the Football Foundation and Norfolk County FA, which brings fantastic opportunities for our young people. We have a strong music provision, being one of the only schools in the East of Norfolk to offer GCSE Music, and our Music Scholars programme forms the backbone of this. We also excel in Art, with our students producing work that would not look out of place in A-Level and degree exhibits.

We hope this brief introduction has given you a glimpse into what matters to us here at Flegg High Ormiston Academy. We hope you will feel inspired to find out more, and we encourage you to visit the school, or contact us for an informal discussion. If you decide that you are the right person to take on the leadership of this very special school then we would encourage you to submit an application to reach us by 5pm, 18 April 2018. For further details, including contact information please see **How to Apply** on page 9.

Dr Paul Hann, OBE
Chairman, Ormiston Academies Trust

The sponsor

Ormiston Academies Trust

Ormiston Academies Trust (OAT) is a leading, not-for-profit, multi-academy trust which has been sponsoring primary and secondary academies across the country since 2009, which champions the academic achievement and all-round development of the 27,000+ young people it serves.

OAT's vision is to provide students with access to the highest academic, social and practical skills required to achieve their full potential. Working across the country in 36 academies, OAT is determined to become the Trust that makes the biggest difference, both inside and outside the classroom. It has always tackled the toughest challenges in education and is now moving to the next level, so that even more children and young people can benefit from the high-quality education within the network.

Our academies work as a team to support improvement and to make sure that students are getting the education they deserve. One thing that always impresses me about the OAT family of academies is how effectively they collaborate both within and across local authority boundaries.

OAT has a central office in Birmingham and works closely with its 36 academies throughout England, clustered into North, East, West and South regions. The senior team has a proven track record of designing and executing high-quality education at national, regional and institutional levels. This team is overseen by a board with a wealth of national experience and expertise in business and education policy-making, delivery, governance and finance.

Strong and aspirational leadership is central to our academies' success, and OAT has always developed new leaders from within, with nearly a third of OAT academy leaders home grown. Additionally, to enhance the strength of our own talent, we recruit high-quality, external academy leaders with experience of raising aspirations, and ensuring the highest standards of performance and behaviour. OAT is also proud to have a number of academy leaders nationally recognised for their excellence, including five National Leaders in Education.

Achievement is always locally led but regionally and nationally governed, encouraged and supported, and the OAT approach seeks to combine a highly specialised hub with inspirational regional and institutional leadership. Individual academy leaders are trusted to make decisions based on their expertise and knowledge of their school. The small and expert central team works closely with academy principals and local governing bodies directly through a wide network of regional and local advisors.

Principals within the trust benefit from private health care, extensive CPD opportunities and performance related bonuses.

OAT is one of the leading academy sponsors in the country and is playing an increasingly significant role in the development and delivery of the education strategy nationally. With the school's academy status, successful applicants will be able to contribute to the further development of the network, as well as leadership of their own academy.

OAT is part of Ormiston Trust, a national charity formed in 1969 to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives.

To find out more about OAT, please visit the website at www.ormistonacademiestrust.co.uk.



In my first year as a principal the level of support I have received from Ormiston Academies Trust has been superb. Knowing expertise and support is available exactly when and where we need it is completely reassuring.

Rod Hughes, Principal, Ormiston Horizon Academy

Results and background

Flegg High Ormiston Academy is a mixed 11-16 academy with 830 students on roll. Intake is variable as the result of low numbers in catchment and a wide intake from outside that area. The PAN is 190, and numbers have grown in the last five years, from 150 in the current year 11 to 185 in the current year 7. The school converted into a standalone independent academy in 2013, and transferred to Ormiston Academies Trust in February of this year. The academy was rated as 'Good' by Ofsted in May of 2016, and received further good feedback during a Section 8 inspection in the summer of 2017.

The ethnic background of the student population is mainly white British, reflecting the make-up of the majority of local communities. The proportions of students with additional needs and those who are disadvantaged are both around 20%, and the number of students with English as an additional language is very small.

The academy has achieved well, especially in some key subject areas and for particular groups. In 2017, 63% achieved a Grade 4 in both English and maths, although the percentage gaining a Grade 5 in both was below national. Performance in English was better than maths at Grade 5, with 50% of the cohort achieving this more challenging pass rate. The percentage of students achieving the EBacc was 22%, placing us just above national outcomes in this area. The progress made by students in all their subjects, but particularly the core still needs to improve. Current data suggests that many of the improvements made will secure much improved progress data this summer.

The academy has a vibrant extra-curricular life, covering sport, the arts, STEMM, IT and debating. Participation is high despite the rural nature of the school and the large number of students that travel by bus. There is a dedicated Events Team who help organise and run school and charity events throughout the year. They raise great sums of money while also learning valuable transferrable skills about planning, delivering and evaluating these activities.

Student leadership is a key part of academy life, and the School Student Leadership Team is well supported by the Student Cabinet. They identify priorities, help monitor younger students, give tours and of course take part in recruitment processes. There is a strong House system within the academy, and a very healthy sense of competition and friendly rivalry exists between Heads of House and their respective students.

We have a strong sense of our responsibility towards the environment, especially given our rural and low-lying location. We won the Norwich and Norfolk Secondary Eco School of the Year in 2016 for our commitment to sustainability, and have solar panels, a biomass boiler and a wind turbine all contributing to our energy needs.



Job description

Post: Principal for Flegg High Ormiston Academy

Reporting to: Regional Director, OAT

School type: Academy, sponsor-led

Strategic direction and development of the academy

- Establish a culture that promotes excellence, equality, high expectations and aspirations of all students.
- Work alongside the local governing body and OAT Executive in implementing OAT and the academy procedures and policies.
- Ensure that the management, finance, organisation and administration of the academy, support its vision and aims.
- Ensure the commitment of parents and the wider community to the vision and direction of the academy.
- Continue to develop effective relationships with other academies in OAT.
- Create and implement a strategic plan, underpinned by sound financial planning, which identifies the priorities, actions and targets that will guide the academy on its journey to 'exceptional' in *all* areas.
- Monitor, evaluate and review the impact of the academy's policies, priorities and targets to drive continuous improvement.
- Present accurate accounts of the academy's performance that are appropriate for a range of audiences including parents, governors, OAT and Ofsted.
- Ensure a commitment to safeguarding and promoting the welfare of children and young people.

Teaching and learning

- Ensure that outstanding teaching and learning is the primary objective for all staff.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those supported through enhanced resources, in order to set and meet ambitious targets for improvement.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Develop a curriculum that promotes outstanding literacy and numeracy skills while ensuring that the needs, interests and aspirations of individual students are addressed.
- Ensure that effective, appropriate pastoral support is available to students.
- Ensure that the academy complies with the statutory requirements that promote equal opportunities for all.
- Build upon the effective partnership with parents to support and improve students' achievement.
- Ensure appropriate enrichment opportunities are provided and given a high priority.

Leading and managing staff

- Lead, motivate, support, challenge and develop staff to secure improvement.
- Maximise the contribution of staff to improve the quality of education provided.
- Develop effective and transformational leadership and management across the academy.
- Implement 'best practice' OAT performance management processes.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams. ►

Efficient and effective deployment of staff and resources

- Work with governors and senior colleagues to recruit staff of the highest quality available.
- Advise the governing body on the adoption of effective procedures to deal with the competence and capability of staff.
- Agree and set appropriate priorities for expenditure with the governing body to enable the academy to secure its objectives.
- Manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.



Person specification

The person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

You should be able to demonstrate that you meet the following criteria.

Measured by

A: Application form

B: Assessment task

C: Interview

D: References

Criteria	Requirement	Assessment
Knowledge and qualifications		
Graduate with Qualified Teacher Status who has worked extensively with secondary age students.	Essential	A
Has achieved, is working towards or is committed to working towards NPQH.	Desirable	A
Has undertaken sustained professional development, especially in leadership and management.	Essential	A
Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education.	Essential	A B C
Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives.	Essential	C
Experience		
Experience of senior management at Principal, Vice Principal or similar level.	Essential	A
An excellent teacher in at least one key stage of the secondary age range.	Essential	A C
A proven track record of securing improvement in the quality of teaching and learning.	Essential	A C D
A proven track record of raising achievement across the secondary age .	Essential	A C D
Experience of using all relevant data to drive academy improvement.	Essential	A B C D
Has worked successfully with governors and parents to raise achievement.	Essential	A C D
Has experience of Ofsted including post inspection planning.	Essential	A C D
Has experience of working effectively with students with a wide ability range including gifted and talented and DSEN children.	Desirable	A B C D
Has experience of the British Values Agenda and Prevent Training.	Essential	A C
Skills		
Excellent management, motivational and communication skills that inspire high ambition throughout the academy.	Essential	A C D
Ability to secure effective leadership at all levels in the academy and to lead on staff development and performance management.	Essential	A C D
A highly effective teacher whose practice inspires and develops others.	Essential	A C D
Personal skills to establish excellent working relationships with all members of the academy and wider community.	Essential	A C D
Ability to devise and implement high quality improvement plans.	Essential	A C D
Ability to effectively manage budgets, facilities and resources.	Essential	A C D
Personal characteristics		
Conviction that all students can succeed and a commitment to securing the highest achievement for all.	Essential	A B C D
The personality to engage and enthuse staff, students and parents.	Essential	A B C D
Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.	Essential	A C D
Be personally committed to the development and welfare of every member of staff.	Essential	B D
A commitment to the safety and safeguarding of students.	Essential	B D
Show total commitment to the academy's wider community.	Essential	B D

How to apply

Start date: September 2018

Closing date for applications: 5pm, 18 April 2018

Interview date(s): 24 and 26 April 2018

Applying

We encourage you to contact us for an informal discussion about this post before you apply, please call 07960 683 590 and ask to speak to Gwayne Webb regarding the position. Alternatively email gwayne.webb@ormistonacademies.co.uk. Applicants can also contact Gwayne Webb to arrange a tour of the academy on Tuesday 27 March, between 11am and 3pm.

To apply for this post please return your completed application form and formal letter of application by email to recruitment@ormistonacademies.co.uk to be received by 5pm, 18 April 2018.

Your formal letter of application (supporting statement) should be no longer than two sides of A4 and should address the selection criteria detailed in the person specification.