



TRINITY ACADEMY

*Emmanuel Schools Foundation*



EMMANUEL  
SCHOOLS FOUNDATION

Principal

Candidate Brochure





# Contents

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Welcome Letter from CEO	3
About the School	4
Mission statement and Core Values	5
British Values	6
Ethos	7
Emmanuel Schools Foundation	8
Job Description	9—10
Job Specification	11—12
How to Apply	13





# Welcome Letter from CEO

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Dear Colleague,

Thank you for your interest in Trinity Academy, a truly remarkable school, with an outstanding future.

As you will see from the enclosed journal articles, shortly after opening Trinity Academy very quickly became the 'most improved academy in England' with a distinctive 'character-first' approach underpinned by its Christian ethos which supported high expectations and aspirations. Trinity was judged 'Outstanding' by OFSTED but we are now a little over five years on from the retirement of Trinity's founding Principal and we have a new challenge. I've enclosed the journal articles because this is what we want Trinity to 'look like' once again - although we believe we can surpass this and achieve even more now for our students and community.

Just a few days after I took over as CEO of the MAT, back in September 2017 at the start of last academic year, OFSTED carried out an inspection and Trinity received its second 'Requires Improvement' judgement. The school is now led by our Executive Principal, who (forgive me) is committed to 'Make Trinity Great Again'. Jonathan led his previous school to achieve three 'Outstanding' judgements from OFSTED, and we have a newly formed and highly effective leadership team at Trinity - but we also have some significant opportunities.

At ESF we believe that local schools leaders should lead their schools and they have considerable freedom to do so. While we want to learn from best practice across the MAT we do not impose a 'strait-jacket' and our schools are not carbon copies. We have the same core values across the Foundation and we all seek to help students develop a range of virtues that build the character that will enable them to succeed at school and in life. Each of our schools have their own distinct identity and our principals are very different people! Our usual model is for our Executive Principal to visit each of our schools about once a week but we are quite clear that the school Principal is the leader of their school.

The new leadership of Trinity will be supported by our Executive Principal to achieve a 'Good' from OFSTED (the Sixth Form is already one of only two in Doncaster to be rated 'Good') in the first instance and we are confident we are on an upward trajectory. Our priorities are now student progress, especially PP and P8. We are therefore seeking a high-calibre leader of character to take Trinity forward. If you are not the 'finished article', you will be given support; but if you are determined to see children build character, make exceptional progress and to lead a school with a clear Christian ethos, we would like to hear from you. There is a tremendous amount of goodwill among Trinity staff who are kind, hardworking and have the best interests of students at heart - and we have supportive local governors and parents who are keen for their children to succeed. The school has a superb campus (all under one roof including the brand new sixth form block) and a dedicated team of leaders.

Perhaps the best test of a school for us as professionals in education is 'Would I send my child there?' and after I had conducted the case study (enclosed) of Trinity's transformation, my wife and I moved our family into the catchment area so our children could benefit from an ESF education. We have been Trinity parents for the last six years and have no regrets. Our eldest has left Trinity and went up to Cambridge after a stint of soccer coaching in the US. Our daughter is studying A level English literature at Trinity's sixth form (results from the English department were stunning in 2017-18) and our youngest son loves science, plays guitar in Trinity's rock band and classical quartet and is inspired by the teachers at Trinity. A visiting colleague recently remarked that I had 'skin in the game' at Trinity and he was right.

I've been frank about where we are at Trinity. I am leading ESF as a 'Character-First' MAT. We currently educate nearly 6,000 students, employ nearly 900 staff and have an annual budget of about £33m. We are keen to grow to about 10-12,000 students where we can make a positive impact on educational outcomes and social mobility. Of our four schools, one is 'Outstanding' and two are 'Good' but Trinity is where the greatest impact can be made right now. Trinity is easy to get to, just off the M18 and it takes well under an hour to get to Sheffield, Hull or Leeds (where I was Head of the School of Education until taking up the CEO role). Do come and have a look. I would be happy to have an informal conversation by phone and to welcome you to Trinity to show you around ahead of the deadline for applications. I think you'll be impressed by what you see and challenged to consider what you could achieve for students at Trinity.

Yours sincerely,

**Professor Mark Pike, MA, PGCE, PhD**  
**CEO, Emmanuel Schools Foundation**





# About the School

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Trinity Academy opened in September 2005 and replaced Thorne Grammar School as it celebrated its 75th Anniversary. Serving the townships of Thorne and Moorends, in the north-east of Doncaster, Trinity is part of Emmanuel Schools Foundation and is also a part of the Academies Programme. Specialising in Business and Enterprise, it is built on the playing fields of the former Grammar School but is non-selective and shares the values of Emmanuel College, The King's Academy and Bede Academy in encouraging all of its staff and students to reach out for their own individual 'personal best'. Trinity has a non denominational Christian ethos and welcomes staff and students of all faiths and none, whilst building on clear core values.

Operating within a one-school town, Trinity recognises its place within the regeneration of Thorne, situated as it is on the M18 corridor stretching up to the expanding Doncaster Airport. Invited by Doncaster Local Authority to be part of this renewal, Trinity has quickly established a reputation for high standards of behaviour, appearance and attitude, with students regularly achieving public recognition for their work inside and beyond the classroom.





# Mission Statement and Core Values

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## Mission Statement

To provide and support schools in which all students and staff have the opportunity to work hard to achieve their personal best.

To encourage personal, moral and spiritual development within a Christian framework.

To create and sustain educational environments where everyone is equally valued.

## Core Values

We aspire, whether we be students or staff, that all of our work will be characterised by the following values:

- **Honourable Purpose**  
We aim to be positive in everything, doing what is good and aiming to benefit others as well as ourselves.
- **Humility**  
We seek to do our personal best without bragging and to encourage others to achieve their best without being critical or jealous of their efforts.
- **Compassion**  
We care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.
- **Integrity**  
We can be trusted to be honest and truthful, to say what we mean and to do what we say.
- **Accountability**  
We recognise that having the freedom to express ourselves means we must also accept responsibility for our words, thoughts and actions.
- **Courage**  
We aim to do what is right, whatever the cost; we stand up for the weak, whatever the danger; we face our fears and find ways of defeating them.
- **Determination**  
We know that hard work and the refusal to give up are essential if we are to achieve anything worthwhile.



# British Values

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Trinity Academy is committed to enriching the lives of all students by following the example set for us by the life of Christ. As an Academy with a distinctive Christian ethos, the key drivers for British values of mutual respect, understanding right from wrong, the need for laws and tolerance are integral to all that we do. Our core values of honorable purpose, humility, compassion, integrity, accountability, courage and determination encapsulate this. The Academy is committed to serving all members of the community through respecting the basic value that each individual is unique with a divine origin and destiny, and is known to, and loved by God.

In addition, Trinity Academy recognises that, as British citizens, we are also committed to a very clear set of rights, responsibilities and values otherwise referred to as 'British Values'. The government places the responsibility on all schools and Academies to promote the 'fundamental British values' of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Trinity Academy promotes these values in the following ways:

- Strong Academy ethos built on clear Christian values.
- Successful integration of all students into our community.
- Promotion of equal opportunities for everyone through a personal best culture.
- Strong pastoral structure including clear behaviour and anti-bullying policies.
- House system that encourages a strong group identity within the wider community.
- A LIFE programme (Learning Independently for Everyone) that incorporates a module for all on understanding the importance of democratic and political processes, as well as freedom and the law.
- A Philosophy Theology and Ethics curriculum that incorporates the following modules: 'Authority, Law and Democracy', 'Rights, Responsibilities and Global Citizenship', 'Religion in Britain', 'Religion and Community Cohesion'.
- Weekly assemblies and tutor reflections celebrating the Christian ethos and encouraging students to understand what they believe and why they believe it.
- Students have a variety of leadership roles across the Academy including, Student Council, Prefects, House Captains, Sports Captains, Head Boy and Girl and Deputy Head Boy and Girl.
- Enrichment opportunities such as mock-elections, Duke of Edinburgh Award Scheme, trips and visits both in Britain and abroad.
- An extensive programme of charitable events and fund raising organised and led by the student body.





# Ethos

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At Emmanuel Schools Foundation we provide an education of character underpinned by our Christian ethos.

As a 'character-first' foundation we strive to cultivate good character as an end in itself; this raises expectations and supports high levels of performance. Our work is characterised by the pursuit of excellence as we seek to make the most of the gifts and talents we have been given.

We believe in human beings' outstanding potential, creativity and capacity for good as each one is made 'in the image of God'. We also acknowledge we all need instruction, motivation and practice if we are to nurture the virtues underpinning good character.

We gain hope for the future as we show gratitude for what we have now. We practise the virtue of love as we act unselfishly for the good of others and are able to forgive. We exercise wisdom as we choose the right course of action and display integrity as we are truthful with ourselves and others. We gain fortitude and courage as we rise to challenges, learning to overcome adversity and to develop resilience. We develop self-control as we regulate our emotions and impulses and show humility as we are teachable and keen to learn from our mistakes. We act with justice as we treat others with respect and fairness.

Our inspiration for these virtues, and our schools' core values of honourable purpose, humility, compassion, integrity, accountability, courage and determination, is the life and ministry of Christ Jesus.





# Emmanuel Schools Foundation

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Emmanuel Schools Foundation (ESF) provides centres of academic excellence where staff and students have the opportunity to achieve their personal best. Beginning in Gateshead with Emmanuel College in 1990, the Foundation includes three academies – in Middlesbrough (The King's Academy, which opened in 2002), in Doncaster (Trinity Academy, which opened in 2005), and in Blyth, Northumberland (Bede Academy, which opened in 2009).

The Foundation creates an environment and provides the facilities for young people to develop their academic, moral and spiritual potential to the full. It is our desire to produce students who are well rounded, wise, confident, able young people who reach their full potential and go on to higher education and to significant careers.

ESF believes economic regeneration, prosperity in the North and full and satisfying lives can be achieved by the development of the able young people within Foundation Schools.

We believe the Foundation has the vision and the passion to create the right environment for our staff to achieve high professional standards as well as to give our students the very best start in life.







## Job Description and Job Specification

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**Won't you join the family?**



# Job Description

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The Principal of Trinity Academy will be accountable to and report directly to the Executive Principal of Emmanuel Schools Foundation.

**The Principal of Trinity Academy will:**

- lead and manage Trinity Academy as a 'Character-First' school with a non-denominational Christian ethos that delivers excellent educational outcomes;
- be recognised as the strategic and operational leader of Trinity Academy by parents, staff and students;
- lead Trinity Academy with ambition and determination, and with a strong sense of clarity and purpose, taking a hands-on approach to moving the school out of 'Requires Improvement' and to 'Good' at the earliest opportunity in the context of sound financial management;
- uphold, maintain and develop the Academy's Christian ethos so that this engages young people;
- improve educational outcomes, especially P8, for all students with special reference to the disadvantaged, PP students;
- lead with ambition and determination and with a strong sense of clarity and purpose demonstrating integrity, compassion, humility and courage; an effective role model for all Academy students and staff, as well as for the wider community beyond
- increase student learning and practice of the virtues underpinning good character – that enables them to succeed at school and in life;
- improve significantly the attendance, discipline and attitudes to learning of students;
- develop the Academy's short, medium and longer-term strategic plan;
- lead and manage a large team including: the leadership team, heads of department, teachers, learning support assistants and support staff;
- uphold, maintain and develop appropriate systems, structures, policies and procedures for the management of the teams under your control and to ensure teaching staff are able to teach effectively and students are able to learn effectively, within an environment of good order and mutual respect;
- oversee all key aspects of staffing, the curriculum and timetable
- work constructively and effectively with the other schools within Emmanuel Schools Foundation and with local primary schools and other schools locally, regionally and nationally;
- work constructively and effectively with a wide range of stakeholders, organisations and groups, including students, parents and carers, staff, teacher training providers, employers, community leaders, members of the local community etc.
- additional, reasonable, duties as agreed with the Executive Principal to promote the interests ESF as a whole.



# Job Specification

ESSENTIAL	DESIRABLE	HOW MEASURED
<b>QUALIFICATIONS</b>		
Degree or equivalent		Application form and certificates
Teaching qualification (Secondary)		Application form and certificates
Qualified Teacher Status (QTS)		Application form and certificates
Evidence of further professional development		Application form and certificates
<b>KNOWLEDGE AND</b>		
Experience of working strategically as a member of a secondary school as a Vice Principal and NPQH qualified.	Experienced Principal	Application form, personal statement, references
Substantial Secondary school teaching experience	Experience of working in a school with a distinctive Christian ethos	Application form, personal statement, results and references
Experience of working strategically with data		Application form, personal statement, interview
Understanding of the characteristics of effective teaching and learning strategies used to raise student attainment		Application form, interview
Sound technical understanding of school leadership issues and the Ofsted inspection framework	Experience in school self-review and evaluation	Application form, personal statement, interview
A demonstrable record of excellent classroom practice		Application form, interview
Experience of leading staff development sessions		Application form, interview
Ability to lead successful Academy wide initiatives, developing innovative approaches to learning, teaching, mentoring and guidance		Application form, personal statement, interview
<b>ATTITUDES</b>		
There is a genuine occupational requirement that the post holder be a committed Christian		Personal statement, assessment process, references.
A commitment to the Christian Ethos of Trinity Academy in all aspects of Academy life		Personal statement, assessment process
Experience of supporting and developing students with a wide range of educational needs		Personal statement, assessment process
Commitment to continual professional development, in particular with regard to school		Personal statement, assessment process





# Job Specification

ESSENTIAL	DESIRABLE	HOW MEASURED
<b>RELATIONSHIPS</b>		
Excellent interpersonal and communication skills		Personal statement, assessment process
Ability to take an active role in developing departmental targets		Personal statement, assessment process
A team player who seeks to have positive and mutually supportive relationships with colleagues		Personal statement, assessment process
<b>SKILLS &amp; WORK RELATED REQUIREMENTS</b>		
A clear Enhanced DBS check		DBS Check, application papers
Strong interpersonal skills both written and oral		Personal statement, assessment process
Self-motivated, resilient and tenacious		Personal statement, assessment process
Ability to work under pressure to meet deadlines		Personal statement, assessment process
Creative thinker and able to anticipate and solve problems		Personal statement, assessment process
Strong leadership and management qualities – a demonstrated ability to inspire and motivate others, yet can maintain a fair and inclusive personal style		Application form, interview, references, assessment process
Excellent ICT skills and use of appropriate technology		Personal statement, assessment process
A proactive approach		Personal statement, assessment process
Ability to initiate and manage change		Personal statement, assessment process





## How to Apply

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**If you would like further information, a confidential conversation, or to arrange a school visit , please contact Ross Laird at Academicis on:**

**Switchboard:** 01223 907 979

**Mobile :** 07901 585 959

**Email:** [rlaird@academicis.co.uk](mailto:rlaird@academicis.co.uk)

**All applications are to be sent to Ross Laird at  
Academicis no later than 12 noon Monday 29th April 2019**

**Interview Days - Thursday 9th and Friday 10th May 2019**

*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.*

*Trinity Academy is committed to Equal Opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to satisfactory employment checks, references and an enhanced Disclosure and Barring Service check.*