



Ormiston
SUDBURY
Academy

Principal
candidate information

Contents

Letter from the chair	3
Welcome from our students	4
Background	5
Our ethos	5
Our values and aims	6
Our sponsor	7
Ormiston Academies Trust network	8
Job description	9
Person specification	11
How to apply	13

Letter from the chair

As the chair of Ormiston Academies Trust (OAT), I would like to extend a very warm welcome to you. Thank you for the interest you have shown in the position of principal at **Ormiston Sudbury Academy**. I hope this information pack will be helpful to you and convey exactly what we are looking for – an exceptional leader who shares our vision and is fully committed to excellence in all aspects of the curriculum, teaching and learning and pastoral care for the benefit of all our students and their families.

Ormiston Sudbury Academy is based in the market town of Sudbury, which is in the southwest of Suffolk, near the Essex border. It has been part of OAT for over 10 years, joining the trust in September 2012. The school is an 11-18 co-educational academy with just over 700 students. The number of students who are eligible for pupil premium funding is slightly above the national average. Students' ability on entry is historically lower than the national average and the attainment and progress remains a key improvement priority for the school moving forwards.

Ormiston Sudbury Academy has a reputation as a caring, community school where students thrive. Through the academy core values of “**Being Exceptional, Respect, Integrity, Pride and Resilience**” there is an unwavering commitment to support the education, care and development of every individual student through their time at the academy. They achieve this by treating every student as an individual, forging strong and positive relationships and supporting everyone to achieve their personal best in all that they do. The academy works in close partnership with the trust in terms of its own school improvement journey, whilst also actively collaborating with other OAT academies on a range of regional and national projects and initiatives to improve outcomes and life chances for its students and developing teachers and future teachers through The OAKS (school-centred initial teacher training). All students have access to a wide range of extracurricular activities with each one being actively encouraged to get involved to fulfill their passions and talents.

The current principal has led the school superbly for over 10 years, achieving and maintaining an Ofsted good judgement throughout this time and recently securing a funding commitment for a complete new build project. Her decision to retire means that this is the perfect opportunity and time for a new principal to join **Ormiston Sudbury Academy** and build upon these solid foundations.

I hope you enjoy reading about **Ormiston Sudbury Academy** and if you feel that you can deliver what we are looking for, please submit your application by **1pm on Monday 13 March 2023**. We encourage you to contact Richard Dolding, education director, for an informal discussion about the role, or visit the OAT careers website. You can find full details in “how to apply” on page 13 of this document.

Julius Weinberg, chair, Ormiston Academies Trust

Welcome from our students

We would like to welcome you to **Ormiston Sudbury Academy**.

We are immensely proud to attend our school and feel privileged to have such supportive staff that always go above and beyond to ensure that we can achieve our absolute best and find our talent. Our academy values of “**Being Exceptional, Respect, Integrity, Pride and Resilience**” reflect how students, staff and families work together and the ambition our school has for every student to be successful.

These values are important to us because they represent all the things that make our school special; Our teachers encourage us to be exceptional, to excel and shine at everything we do. Our academy community is diverse, and we pride ourselves on being inclusive and supportive of each other. Ofsted recognised this reporting that, “all pupils are known as individuals. Students agree, saying, we are all welcome and staff help no matter what.”

We value the wide range of opportunities that **Ormiston Sudbury Academy** offers every one of us, through our rigorous academic curriculum and extensive enrichment programme; in particular, our academy performances and shows are hugely popular and widely recognised as being exceptional. We also enjoy participating in leadership opportunities and community charity events. We really want our new principal to value these things too.

It is important to us that our new principal is a caring individual who is highly visible and takes an interest in every student; someone who has high expectations of what we can achieve and is proud to serve our community; someone who is really dedicated to our school and making it the best for us.

Thank you for your interest and good luck with your application, we look forward to meeting you!

Background

Ormiston Sudbury Academy is located to the north of the market town of Sudbury, which is at the heart of East Anglia, in the south west of Suffolk. It sits on the river Stour and is near the Essex border, only 60 miles from London. The town dates back to Saxon times and has a heritage in the weaving and silk industries, the wealth of which funded much of the stunning period architecture in the town.

The school has recently been included in the next round of the school rebuild programme and we are currently working through the feasibility stage alongside the OAT estates team to deliver a state-of-the-art learning environment for our community.

Ormiston Sudbury Academy joined OAT in September 2012 and is a well-established member of the trust with the OAT values firmly embedded across all aspects of the school.

Our ethos

At **Ormiston Sudbury Academy** we are determined to ensure our students, regardless of their background, achieve their personal best in a safe, secure and caring yet challenging learning environment. We want them to leave us as happy, confident, articulate and aspirational young people, fully equipped for life and work and to fulfil our motto of: **Consistently Exceptional.**

We have high expectations for our students and strive to create an environment in which everyone is supported and challenged to achieve their full potential, both inside and outside the classroom.

Our dedicated and enthusiastic staff are committed to providing every young person with the very best opportunities, an education of the highest possible standard and to promote our values:

- **Being Exceptional:** excelling and shining at everything we do, being confident, articulate and believing
- **Respect:** treating everyone equally regardless of difference and valuing individuality to promote good attitudes to learning through positive behaviour
- **Integrity:** acting in a frank and honest manner at all times
- **Pride:** taking pride in ourselves and our academy
- **Resilience:** accepting challenges by harnessing our energy into positive outcomes

At the very heart of our academy, our ethos is one that supports the education, care and development of every individual student through their time at **Ormiston Sudbury Academy** to be equipped with academic, social and practical skills in order to ultimately be happy, successful and to significantly contribute to the community.

Our curriculum

Our core curriculum vision, aligned with our academy ethos, is at the heart of teaching and learning at **Ormiston Sudbury Academy**. Together they determine what we teach, how we teach it and the opportunities we provide to ensure a broad and balanced education for every student.

We provide a challenging and knowledge-rich curriculum which develops mastery of content and skills through careful sequencing. New and increasingly more challenging content is delivered progressively and reflects both the needs of the local and wider community. Our high expectations and aspirations for achievement and behaviour have a clear focus on ensuring that our students are prepared for success in careers and life.

Our vision is for every student to achieve their very best at our academy because the breadth and depth of study at Key Stage 3 goes beyond the national curriculum and cultural capital is woven into enriching lessons and experiences every day.

Our approach has equality, diversity, and inclusion at its centre, ensuring that students at the academy can access the curriculum and overcome barriers to learning. The academy curriculum encompasses a wide range of curriculum and enrichment opportunities which promote creativity, health, wellbeing and social action. External speakers, trips and residential allow students to experience the best of what has been thought and said.

Our sponsor



ACHIEVING MORE TOGETHER

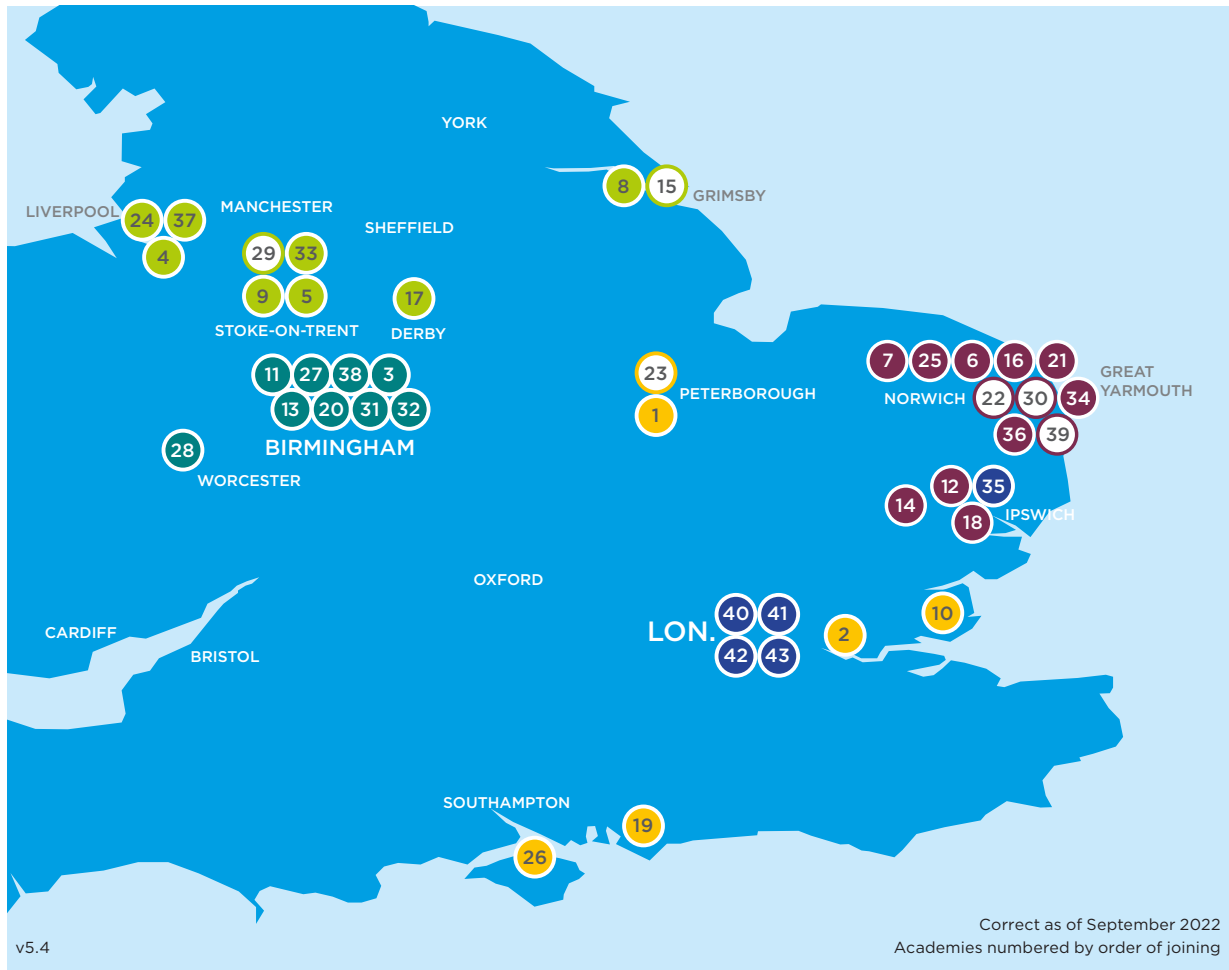
Ormiston Academies Trust (OAT) is a leading, not-for-profit, multi-academy trust which has been sponsoring primary and secondary academies across the country since 2009, and which champions the academic achievement and all-round development of the young people it serves. OAT's vision is to provide pupils with access to the highest academic, social and practical skills required to achieve their full potential. Working across the country in over 40 academies, OAT's sole purpose is to provide OAT pupils with excellent learning opportunities, 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. OAT has a central office in Birmingham and works closely with its academies throughout England, clustered into north, east, west, south and alternative provision/special regions. There is also an additional office in Wolverhampton situated at Ormiston NEW Academy. 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 policymaking, 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 being 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 several academy leaders nationally recognised for their excellence, including 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.

OAT has a strong commitment to the continuing professional development (CPD) of all staff, including our principals. Our comprehensive regional and national CPD offer is designed to develop and retain talented staff in our schools. We run many CPD development networks, specialist training, briefings, meetings and forums/events at all levels to share information and best practice. Our CPD programme is built around emerging needs, subject specific content and leadership development, with all programmes involving explicit discussion, reflection and research. National training is available at all levels with the opportunity for principals to complete the NPQH and NPQEL programmes, as well as being involved in regional and trust wide school improvement projects. The trust recognises the importance of training and investing in our own teachers and offers the Initial Teacher Training (ITT) programme through The OAKS (Ormiston Sudbury Academy being the Suffolk regional hub) and fully supports the early career framework, through its hubs. 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.

Ormiston Academies Trust network



v5.4

NORTH

- 4 Ormiston Bolingbroke Academy
- 24 Ormiston Chadwick Academy
- 9 Ormiston Horizon Academy
- 17 Ormiston Ilkeston Enterprise Academy
- 8 Ormiston Maritime Academy
- 33 Ormiston Meridian Academy
- 27 Sandymoor Ormiston Academy
- 5 Ormiston Sir Stanley Matthews Academy

WEST

- 38 Brownhills Ormiston Academy
- 13 Ormiston Forge Academy
- 11 George Salter Academy
- 32 Ormiston NEW Academy
- 5 Ormiston Sandwell Community Academy
- 27 Ormiston Sheffield Community Academy
- 31 Ormiston SWB Academy
- 28 Tenbury High Ormiston Academy
- 20 Wodensborough Ormiston Academy

EAST

- 36 Broadland High Ormiston Academy
- 25 City of Norwich School, An Ormiston Academy
- 21 Cliff Park Ormiston Academy
- 16 Ormiston Denes Academy
- 12 Ormiston Endeavour Academy
- 24 Flegg High Ormiston Academy
- 18 Stoke High School - Ormiston Academy
- 14 Ormiston Sudbury Academy
- 6 Ormiston Venture Academy
- 7 Ormiston Victory Academy

SOUTH

- 1 Ormiston Bushfield Academy
- 26 Cowes Enterprise College, An Ormiston Academy
- 2 Ormiston Park Academy
- 10 Ormiston Rivers Academy
- 19 Ormiston Six Villages Academy

ALTERNATIVE PROVISION AND SPECIAL

- 40 Ormiston Beachcroft Academy
- 41 Ormiston Bridge Academy
- 42 Ormiston Courtyard Academy
- 43 Ormiston Latimer Academy
- 55 Thomas Wolsey Ormiston Academy

PRIMARY

- 39 Ormiston Cliff Park Primary Academy
- 50 Edward Worlledge Ormiston Academy
- 22 Ormiston Herman Academy
- 23 Ormiston Meadows Academy
- 29 Packmoor Ormiston Academy
- 15 Ormiston South Parade Academy

Job description

Job title: Principal

Reporting to: Education director

Disclosure level: Enhanced DBS (Disclosure Barring Service)

Core purpose

The overall purpose of the role is to develop and sustain exceptional educational provision, which will transform the educational and future life opportunities of all students.

Responsibilities:

Leadership

- Uphold and demonstrate the **Seven Principles of Public Life** at all times: selflessness; integrity; objectivity; accountability; openness; honesty; leadership.
- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead students to break the law.
- Serve in the best interests of the school's students.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

Behaviour

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.
- Additional and special educational needs and disabilities.
- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs^[footnote 9] and special educational needs and disabilities^[footnote 10] of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management

- Ensure the protection and safety of students and staff through effective approaches to safeguarding^[footnote 11], as part of the duty of care.^[footnote 1]
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Variation in role

In order to provide development opportunities and to match individual remits to areas of strength, there will be adjustments to the exact remit for all members of the leadership team on an annual basis. The duties specified above are therefore neither exclusive nor exhaustive and may change over time.

Equality, diversity and inclusion

The academy is committed to equality and diversity for all members of staff. The academy will take action to discharge this responsibility, but many of the actions rely on individual staff members embracing their responsibilities with commitment and ensuring a positive and collaborative approach to equality and diversity. This requires all staff to support initiatives on equality and diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the academy, with an all-inclusive approach that celebrates differences.

Ormiston Sudbury Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person specification

Qualities and attributes

Essential

Desirable

Knowledge and qualifications

Graduate with Qualified Teacher Status who has worked extensively with secondary age students.	✓	
Has achieved, is working towards or is committed to working towards NPQH.		✓
Has undertaken sustained professional development, especially in leadership and management.	✓	
Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education.	✓	
Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives.	✓	

Experience

Experience of senior management at principal, vice principal or similar level.	✓	
An excellent teacher in at least one key stage of the secondary age range.	✓	
A proven track record of securing improvement in the quality of teaching and learning.	✓	
A proven track record of raising achievement across the secondary age.	✓	
Experience of using all relevant data to drive academy improvement.	✓	
Has worked successfully with governors and parents to raise achievement.	✓	
Has experience of Ofsted including post inspection planning.	✓	
Has experience of working effectively with students with a wide ability range including gifted and talented and SEND children.		✓
Experience and understanding of safeguarding legislation and statutory duties.	✓	
Has experience of the British Values Agenda and Prevent Training.	✓	

Skills

Excellent management, motivational and communication skills that inspire high ambition throughout the academy	✓	
Ability to secure effective leadership at all levels in the academy and to lead on staff development and performance management	✓	
A highly effective teacher whose practice inspires and develops others.	✓	
Personal skills to establish excellent working relationships with all members of the academy and wider community	✓	

Ability to devise and implement high quality improvement plans	✓	
Ability to effectively manage budgets, facilities and resources	✓	

Personal characteristics

Conviction that all students can succeed and a commitment to securing the highest achievement for all.	✓	
The personality to engage and enthuse staff, students and parents.	✓	
Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.	✓	
Be personally committed to the development and welfare of every member of staff.	✓	
A commitment to the safety and safeguarding of students.	✓	
Show total commitment to the academy's wider community.	✓	

How to apply

Location: Sudbury, Suffolk

Reporting to: Education director

Start date: September 2023

Closing date for applications: 1pm, Monday 13 March 2023

Interview date(s): Wednesday 22 and Thursday 23 March 2023

Salary: OAT SG 5 £79,948 - £92,596 dependent on skills and experience.

Other benefits: Membership of TPS, 42 days annual leave + statutory holidays, family private health insurance and excellent CPD opportunities. We may be able to offer a relocation package to the successful candidate.

Discussions about the role and the academy are strongly encouraged with the education director, [Richard Dolding](#).

Please contact Richard directly by email richard.dolding@ormistonacademies.co.uk. Applicants can also arrange a tour of the academy by contacting Jackie Warren (the principal's PA) by email jwarren@ormistonsudbury.co.uk or by phone on 01787 375131.

Please submit your application through the OAT careers page.

Your letter of application/supporting statement should be included within the electronic form at the section entitled "cover letter/personal statement". Please ensure that you address the selection criteria detailed in the person specification earlier in this pack.



Ormiston Sudbury Academy
Tudor Rd, Sudbury
CO10 1NW

Tel: 01787 375131

Website: www.ormistonsudburyacademy.co.uk

Email: principal@ormistonsudbury.co.uk

