



Excellence, Care and Opportunity For All



Sharnbrook Academy

Principal

Recruitment Pack



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About Sharnbrook Academy

Sharnbrook Academy is a successful 11-18 school located in North Bedfordshire, with a longstanding reputation for excellence.

We pride ourselves on being a genuinely inclusive and open comprehensive school with high academic standards, good behaviour, and excellent teaching and learning.

As a member of Meridian Trust, Sharnbrook Academy is part of a successful regional family of schools with shared values and systems, a track record of achievement, and a wide network of integrated support and expertise.

We believe that all students can achieve, and we encourage them to become lifelong learners, challenging and supporting them to realise their potential. At Sharnbrook, we believe there is much more to school life than just examination grades. As a large school (formerly an Upper School), we are privileged to have great facilities. Sharnbrook enjoys an expansive and impressively equipped campus that enables our students to enjoy opportunities and experiences that are not available elsewhere.

Our curriculum is genuinely broad and rich, and extensive extracurricular opportunities flourish. We believe in the value of extending the boundaries of learning by providing positive memorable experiences inside and outside of the classroom.

Our House system and approach to vertical tutoring is the cornerstone of our belief that every child should be known, valued and supported to achieve their potential.

We want our students to feel safe, happy, and enjoy school, and this aim is reflected in everything we do.

This opportunity arises at an exciting time for Sharnbrook. The current Principal, Clare Raku, will be moving to another Meridian Trust school as Principal in September following a successful six years in post. As a Meridian Trust Principal, she will remain a close colleague, and my role as Executive Principal will provide close support and continuity to any incoming leader.

We are expecting our next Ofsted inspection during this academic year. We are very confident that the outcome of that will be both a positive one, and a strong platform for the new Principal to steer the next phase of Sharnbrook's development.

We are seeking a Principal who has the *ambition* to elevate Sharnbrook to be one of the very best schools in the country, the *desire* to work as an integral part of the Meridian Trust team, and the *leadership* skills and knowledge to provide our community with the compassionate, empathic and kind approach that they deserve.

We are open minded about this appointment, but uncompromising in our desire to only appoint someone who aligns both with the needs of this community and the values of the school and the trust. If you think this opportunity might be right for you, then we'd be very keen to accept on application or discuss the post with you.



Richard Spencer

Executive Principal



Meridian Trust – A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long-term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 30 academies (including 14 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT.

We retain a strong commitment to growing and supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.



Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;
- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:



Engaged, developed, supported, and consulted.



Experts who strive for continual development. Collaborative networks, trusted to deliver.



Set ambitious goals and model what success looks like. Eager to improve.



Make connections, provide opportunities. Generous and sharing of knowledge and expertise.



Are accountable for the outcomes we contribute towards and strive for the very best.

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 30 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)



How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: 26th February
Interviews: 6th and 7th March

Applying:

For any questions about the application process, or to request a discussion or visit, please contact:

Email: Maddie Palmer HR Officer
MPalmer@sharnbrook.academy

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.



Valuing People



High Quality
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Environment



Pursuit of
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Extending the
Boundaries of
Learning



Achievement
for all

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Principal
JD Reference:	
School/Academy:	Sharnbrook Academy
Salary:	Leadership (L36-L40)
Responsible to:	Executive Principal

Role:	Provide professional leadership and management of the school, accountable to the Executive Principal and the Local Governing Body (Academy Council).
Purpose of job:	Providing clear vision and direction for the school to ensure that aims and targets are met.

Responsibilities and Accountabilities:

Headteachers, like other teachers, are expected to meet the teachers' standards. In addition, the headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

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 pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils 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 pupils 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 pupils 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 pupils' knowledge and understanding of the curriculum.

Behaviour:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil 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 pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, 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 pupils and staff through effective approaches to safeguarding as part of the duty of care.
- 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 school 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 pupils.

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.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2023

Person Specification – Principal	<p>Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good Honours Degree or equivalent.	✓		A
3	NPQH Award for all candidates where this is their first substantive post as a Principal since 1 st April 2009 (or undertaking course/ready to apply).	✓		A
4	Evidence of continuing professional development.		✓	A/I
5	Evidence of leading professional development activity.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Operational awareness and understanding of legislative framework.	✓		A/I
5	Evidence of strong understanding of child protection issues within a school environment.	✓		A/I
6	Evidence of Safeguarding, Recruitment and Selection Training.		✓	A/I
Knowledge and Skills		Essential	Desirable	Assessment
8	Evidence as an outstanding leader in a senior leadership role.	✓		A/I/RE
9	Evidence of recent senior leadership experience in a school with a sixth form.		✓	A/I/RE
10	Evidence of successful strategic leadership and management.	✓		A/I/RE

11	Evidence of delivering 'Outstanding' results or above national expected rates of progress.	✓		A/I/RE
12	Evidence of raising standards of teaching and learning.	✓		A/I/RE
13	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
14	Evidence of successful school financial management.		✓	A/I/RE/AS
15	Excellent classroom practitioner.	✓		A/I/RE
16	Experience of working in schools in different contexts.	✓		A/I/RE
17	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment
19	Clear thinker and optimistic and resilient person.	✓		I/RE/AS
20	Excellent interpersonal and communication skills.	✓		I/RE/AS
21	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
22	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
23	Commitment to continual improvement and challenging norms.	✓		A/I/AS