

www.ravenfieldprimaryacademy.com

Primary Academy

Principal – Ravenfield

**RECRUITMENT BROCHURE**

**a bright future in the Maltby Learning Trust**

to achieve excellence

**working together**



**DEAR APPLICANT**

Ravenfield Primary Academy is looking for an outstanding leader who can build on the school’s existing strengths to drive even greater success, inspiring the staff and children to excel. The Directors of the Trust are excited by the prospect of appointing a candidate with the ambition, vision, drive and passion to develop the academy into an outstanding school.

We are seeking a highly committed professional who can help us to develop excellence in teaching and learning in order to secure the best possible outcomes for our young people, staff, families and the wider communities that we serve.

The successful candidate will join a team of committed and dedicated staff, who strive to achieve very best academic standards and secure the well-being of every child. In addition, you will join a growing, vision-led multi-academy trust offering a variety of progression routes and opportunities for further development and a passionate commitment to its communities, pupils, parents and staff.

If you share our vision and passion for young people and their families, then we would like to hear from you. If you would like to visit Ravenfield Primary Academy, this can be arranged by appointment and details are available later in this application pack.

**David Sutton**  
Chief Executive Officer/NLE

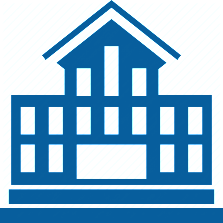
Thank you for your interest in this exciting leadership opportunity within the Maltby Learning Trust. We are looking forward to working with the successful candidate to build on the successes already achieved at Ravenfield Primary Academy and lead the school to the next level on its journey to excellence.

The Maltby Learning Trust was established in February 2014, born out of a vision of education being a driver for community change. This belief resonates throughout our Academies – schools with unique identities but common underpinning values. By linking secondary and primary academies we offer education from 3 to 18, seeking to support lifelong learning by providing excellence in teaching, high expectations and a return to traditional values and standards. Our aim is to provide outstanding educational experiences, firmly rooted in the context of the local community.

The geographical proximity of our schools has enabled the sharing of specialist staffing and resources to become an embedded part of daily practice and also allowed the Trust to provide critical support and resources to schools in their time of need. This is an exciting time in our development as we continue to expand our group of schools and to have further impact upon the lives of young people. This growth is enabling us to use our ethos of educational excellence to expand life choices and build community cohesion beyond our immediate community.

As one organisation and employer, our academies benefit from networks of support shared expertise and economies of scale. Common policies, systems and processes have enabled schools to become more efficient and school leaders more effective. We are passionate about developing common approaches where these empower leaders to focus on developing the best possible practice, whilst maintaining and valuing the distinctiveness of each school and retaining real choice for parents. We currently serve over 2,000 learners between the ages of 3-18 attending schools which are located within a few miles of each other. We operate with a minimal central team of permanent staff, preferring to locate our greatest resource, our team of highly qualified staff, within our schools.

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**3,000 Students**

**480 Staff**

**6 Academies**



The Maltby Learning Trust is a multi-academy Trust consisting of four primary and two secondary academies that serve two neighbouring communities. The schools are at the heart of each learning community, being not only the biggest employer in the respective villages but also providing hubs for learning which parents, students and the wider community can access. The Trust schools work in close professional partnership, sharing resources and skills to provide the best possible opportunities for all our learners. Our aim is to promote and provide excellence in teaching and learning through high expectations and a return to traditional values and standards.

The Learning Trust mantra is ‘**Working Together to Achieve Excellence’** and we are committed to providing high quality educational provision for all children and young people in the local communities that we serve.

The Maltby Learning Trust is a fertile and productive environment in which to grow as a leader. Bespoke leadership training is delivered within the Trust by leaders and expert external providers. In addition, a high level of support and challenge is provided by executive leaders. This has enabled us to develop a vibrant, committed group of talented middle and senior leaders, of which the successful candidate will be a part.

The Maltby Learning Trust is a not for profit charitable organisation that governs a chain of academies under a single funding agreement with the Secretary of State for Education. The overall aim of the Trust is to develop local learning communities which work together to secure the best possible learning experiences for young people and staff. The Trust is in a strong position with well-established systems and structures and has a high degree of buy-in and collaboration from all the Academies and leaders in the group.

The Trust believes in maintaining the identity and autonomy of local schools and will provide the appropriate challenge and support on their journey of school improvement. The two secondary and four primary schools currently in the Trust will be joined by another large secondary school later this term. The two founder schools have a proven track record of securing transformational change and the Trust is a DfE approved sponsor for Secondary, Primary, Special and all through Academies. Our partnership of schools includes Academies that are currently judged across the whole OFSTED effectiveness range and across a wide range of contexts and phases.

Our vision and mission are defined by the highest expectations of what every child can achieve regardless of their context or starting point. Such high expectations lead to our ambition that all our academies are performing within the top 20% of schools nationally.

**ABOUT THE TRUST**

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**LEADERSHIP AND GOVERNANCE ARRANGEMENTS**

**Central Operations Group**(COG)

**Executive Leadership Team**(ELT)

**Senior Leadership Teams**

(SLT)

**Staffing, Resource, Finance and Audit**(SRFA)

**Clerks’ Group**

**Chairs’ Group**

**Members**

**MLT Board** (Trustees)

**Local Governing Bodies**

Governors

**Raising Attainment & Curriculum** (RAC)

**Standards  
Group**

**Executive Leadership Team**

Dave Sutton CEO

Rachel Nash Executive Principal – STWA

Chris Steed Executive Principal – MA

David Horrigan Executive Principal – Primary

Andrew Jackson Chief Operations Officer

Sara Graham Associate Senior Leader

Paul Fitzpatrick Associate Senior Leader

Nicky Bailey Executive Assistant to CEO/Leader of Governance

**Members**

Julie Kenny CBE DL

Lady Scarbrough

Tony Evans

Philip Jones

**Board of Trustees**

Julie Kenny CBE DL

Paul Martin

Jerry Jarvis

Pete Sorsby

Richard Belcher

Marcus Beck

Glyn Staves

Dave Sutton

Richard Stubbs



**DEAR CANDIDATE**

Each Maltby Learning Trust academy has its own Local Governing Body which plays an important role in shaping the strategic direction of the school within the context of the Trust’s Scheme of Delegation. Our Local Governing Body is a dynamic group, with a membership which encompasses a broad range of skills and interests and is committed both to the school and to furthering its own development. This ensures that we can be effective in fulfilling all our responsibilities for governance.

At our section 8 inspection in January 2018, Ravenfield Primary Academy continued to be judged to be a good school. Governors see this as the base from which we will work to further develop and grow. We are proud of our achievements to date and can assure you that the successful candidate will inherit a dedicated team of staff, supportive parents and wonderful children who are keen to learn.

We require a Primary Principal who has drive, passion, commitment and the confidence to lead the Academy through the next exciting stage of its development in this ever changing educational landscape.  The successful candidate will become the heart of the organisation, with excellent communication skills, a commitment to further develop the staff team, and, most importantly, the vision to ensure Ravenfield provides the very best educational opportunities for all our pupils.

This position is ideal for either an existing Headteacher or an experienced Deputy Headteacher.  We very much hope you do apply, but whatever your decision, I would like to take the opportunity to thank you for your interest and wish you well in your professional future.

**Liz Buxton**

Chair of Local Governing Body/NLG

Dear Candidate

I am delighted that you have expressed interest in the role of Principal at Ravenfield Primary Academy and in having the opportunity to lead our school in the next stage on its journey towards becoming ‘outstanding’ .

Our school is a single form entry establishment with classes from F2 to year 6. Currently there are 198 children on roll of whom 8% are eligible for pupil premium. The school is situated on the edge of a rural village, surrounded by extensive green space. We are very much at the heart of an established, close knit community with a strong tradition of offering a nurturing ethos and commitment to provide excellent learning opportunities for all our children.

On joining the Maltby Learning Trust, you will become an integral part of an inspirational and highly ambitious organisation. The school and Trust share a common ethos of striving for excellence in all they do in order to achieve the best possible outcomes for all pupils. Within the Trust, the individual identity of each school is nurtured and valued, ensuring our unique character as a highly effective village school can be maintained and built upon.

As a successful and highly collaborative partnership of local schools, the Maltby Learning Trust offers huge opportunities both to our school and to yourself as a potential candidate. You will be part of a supportive community of school leaders, working together to secure excellence for all our learners while benefitting from the opportunities for development and progression which come from being a part of a developing, ambitious organisation.

of difference

**a world**

The Maltby Learning Trust ‘MLT’ is **committed** to securing **purposeful** **partnerships** with parents, staff, governors, local community groups and broader **business partners** to deliver the very best for every child and young person. The MLT is entrusted to provide **outstanding teaching and learning** with **personalised guidance** and **support** so that all learners develop the **personal qualities**, **resilience** and **competencies** that make them **employable**, enabling them to live **healthy successful** and **fulfilled** **lives**. The common goal is **high aspirations**, **challenge** and **support** for all young people and adults who learn and work within the Maltby Learning Trust**.**



Shares responsibility for school improvement

Recruits and retains talented professionals

Secures outstanding outcomes for young people

Sets high expectations for all

Is at the heart of the local community

Returns to traditional values and standards

Is committed to world class teaching and learning

**A Trust That:**



Completed applications should be returned to nbailey@maltbylearningtrust.com for the attention of Nicky Bailey, Clerk to the MLT Board by Wednesday 20th March 2019 at 9.00am

Or by post to: Maltby Learning Trust | Braithwell Road | Maltby | Rotherham |S66 8AB

A letter will be sent to shortlisted candidates with details of the interview process. Unsuccessful candidates will be informed by e-mail after the closing date.

## **Queries**

If you have any queries on any aspect of the application process or need additional information please contact Nicky Bailey, Clerk to the MLT Board on 01709 812864.

**Interviews**

Interviews will take place during week commencing 25th March 2019.

and inspire

**motivate**

**APPLICATION PROCESS**

# Role Description – Primary Principal

**Salary range**: Competitive ISR (Negotiable for the right candidate)

**Accountable to**: CEO (Board of Trustees) and Local Governing Body

**Responsible for:** All staff and students within Ravenfield Primary Academy

**Responsible to:** Executive Principal (Primary)

**Job Purpose**

The Primary Principal will work with the Ravenfield Primary Academy Senior Leadership Team (SLT), the Chief Executive Officer, the Primary Executive Principal and other leaders in the Trust to provide strategic leadership, vision and management of Ravenfield Primary Academy and have responsibility for the highest quality of education for all its pupils.

**Shaping the Future – Strategic Direction and Development**

• Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all staff.

• Ensure the vision for the school is aligned with the Learning Trust.

• To work in association with the Trust and partners to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.

• Demonstrate the vision and values in everyday work and practice.

• Work with all stakeholders to create a shared culture and positive climate for all.

• Ensure creativity and innovation in the use of appropriate current and emerging technologies to achieve excellence across the whole school community.

• Ensure that strategic planning takes account of the diversity, values and experience of the school and its wider community including other Academies in the Trust.

• Contribute to the development of the Trust policies and procedures.

**Teaching and Learning**

• Maximise the opportunities for all pupils through continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.

• Ensure that high quality teaching is at the heart of strategic planning and resource management.

• Establish creative, responsive and effective approaches to teaching and learning.

• Work closely with the Trust and Academy Development Groups.

• Contribute to the development of a collaborate approach across the Trust Academies in sharing good practice and improving the learning experience for pupils.

• Empower pupils to take an active part in their own learning and to take personal responsibility for improving their future opportunities and educational experience.

• Implement strategies which secure high standards of behaviour and attendance.

• Monitor and evaluate the quality of teaching and standards of learning and achievement.

• Work with the Executive/Academy Leadership Team to determine, organise and implement a diverse, flexible curriculum and effective assessment framework.

• Establish a culture which promotes aspiration within the school community and celebrates success and achievement.

• Take the strategic lead in the development of new and emerging technologies to improve the learning experience for pupils.

• Challenge underperformances at all levels and ensure effective corrective action, support and review.

• Build an effective partnership with parents and the wider community to support and enhance the achievement and personal development of all pupils.

**Developing Self and Working with Others**

• Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture

• Build a collaborative learning culture within the school and actively engage with other Academies to build effective learning communities.

• Develop and maintain effective strategies and procedures for staff induction, professional development and performance management in line with agreed local and national policy and procedures.

• Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals; ensure clear delegation of tasks and responsibilities.

• Support the development of versatile, transferable skills and attitudes to life-long learning and celebrate achievement.

• Develop and maintain a culture of high expectations for self and others and take appropriate action when necessary.

• Regularly review own practice and take responsibility for own personal development.

• Ensure adequate provision to enable an appropriate work/life balance for all.

**Managing the Organisation**

• Create a structure which reflects the school’s values and enables the supporting systems, structures and processes to work effectively in line with legal requirements.

• Produce and implement clear, evidence-based improvement plans and policies for development of the school.

• Ensure that policies and practices take into account Trust initiatives.

• Work in partnership with the Executive/Academy Leadership Team in the management of finance and human resources to achieve the school’s goals and priorities.

• Manage the setting of annual performance management targets for senior leaders and review progress against them in line with agreed policy and procedures.

• Oversee the implementation of a robust performance management framework across the school in line with policy and practice.

• Manage and organise the school environment effectively in liaison with the Trust Extended Leadership Group.

• Ensure that the use of resources provides value for money.

• Promote and develop a safer working practice culture to ensure staff and pupils are supported and safe.

**Securing Accountability**

• Develop a collective ethos in the school and its wider partnership which enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes.

• Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed and are subject to a robust and rigorous review and evaluation in accordance with Trust performance management policy and procedures.

• Working with Trust Directors and the Executive Leadership Group, provide objective advice and support to local governors to enable them to meet their responsibilities.

• Develop and implement a suitable quality assurance system in collaboration with the Extended Leadership Group.

• Present a clear, coherent and accurate account of performance to a range of audiences including the Chief Executive, Governors, parents and carers.

• Promote the status and the ethos of the school/ Trust with all stakeholders.

**Strengthening Community**

• Promote and develop a culture and curriculum which takes account of the richness and diversity of the community and celebrates the differences.

• Create and promote positive strategies for challenging discrimination.

• Collaborate with other agencies to provide a holistic approach to the well-being of staff, pupils and their families.

• Create and maintain effective partnerships with parents and carers to support and improve the opportunities for all pupils and their communities.

• Co-operate with relevant agencies to ensure communities are safe environments where pupils and their families have opportunities to thrive.

The expectations of the Local Governing Body/Trust Directors are that the appointed Primary Principal will work to the professional duties set out in the School Teachers’ Pay and Conditions Document.

The role description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

This role description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the school.

# Person Specification – Primary Principal

|  |  |  |  |
| --- | --- | --- | --- |
| Education/training/qualifications | Essential | Desirable | MOA |
| Honours degree | \* |  | A |
| Qualified Teacher Status | \* |  | A |
| Demonstrable commitment to continued professional and personal development | \* |  | I/R |
| Successfully undertaken ‘safer recruitment’ training |  | \* | A |
| Working towards or achieved NPQH | \* |  | A |
| Experience | | | |
| It is expected that the candidate will have: | | | |
| Been a recent Head Teacher / Principal or a senior leader with significant leadership or management responsibility | \* |  | A |
| Been recognised as an outstanding teacher themselves |  | \* | A/R |
| Had experience of teaching in a primary school | \* |  | A |
| Had experience of teaching in more than one school |  | \* | A |
| Been successful in leading improvements in the quality of teaching and learning in school | \* |  | A/I/R |
| Had experience of raising standards so the gap in pupil attainment is closed and all pupils achieve | \* |  | A/I/R |
| Been successful in developing or maintaining an effective pastoral care system |  | \* | A/I/R |
| Effectively led a team of senior/middle leaders and distributed responsibility, while holding them to account | \* |  | A/I/R |
| Supported the successful development of middle leaders |  | \* | A/I/R |
| Helped develop a strong learning environment in a school both for children and staff | \* |  | A/I/R |
| Successfully managed a budget. | \* |  | A/I/R |
| Worked closely with a governing body so that the vision of the school/ Academy is embedded, school improvements are achieved and standards are raised |  | \* | A/I/R |
| Worked closely with parents to engage them in the children’s learning | \* |  | A/I/R |
| Worked with the wider community to maximise the opportunities they bring to the school |  | \* | A/I/R |
| Worked with other senior leaders beyond their own school to improve quality across a range of schools |  | \* | A/I/R |
| Knowledge and understanding | | | |
| The candidate will be expected to demonstrate knowledge and understanding of: | | | |
| How to create and embed an inspirational ethos and culture within a school | \* |  | A/I |
| How to engage with a governing body so that school improvement is a priority and underpins their work in the school |  | \* | A/I |
| What outstanding teaching and learning looks like and how this can be achieved | \* |  | A/I |
| How to drive forward school/Academy improvement so priorities are addressed and gaps in attainment are closed for the children including the most vulnerable | \* |  | A/I |
| Quality Assurance / Self Evaluation, personalisation and the Appraisal process | \* |  | A/I |
| How effective management of performance leads to school improvements | \* |  | I/R |
| How a school/ Academy is held to account both locally and nationally | \* |  | I/R |
| How to identify and grow future leaders |  | \* | A/I |
| How to improve the learning environment | \* |  | A/I |
| How to develop a culture of professional learning for all staff within the school so that all develop in role | \* |  | A/I |
| How to engage parents so that they are able to contribute to their pupils’ learning | \* |  | A/I |
| How to link with key stakeholders and the wider community – in a way that recognises its richness and diversity – and so that they contribute to the development of the school/ Academy and the school contributes to the development of the community |  | \* | A/I |
| How the challenging education landscape – at national and local level – will have an impact on a school/Academy and how this can be managed | \* |  | A/I |
| How to manage changes in key aspects of provision such as the curriculum so that these changes are managed successfully | \* |  | A/I |
| How to use knowledge of child protection requirements to make sure every child is safe | \* |  | A/I |
| How effective school policies are developed and implemented in practice | \* |  | A/I |
| How to manage school finances effectively so they enable the best outcomes for all pupils |  | \* | A/I |
| Competencies | | | |
| It would be expected that the candidate will demonstrate their ability in: | | | |
| Analytical and strategic thinking | \* |  | I/R |
| Conceptual thinking | \* |  | I/R |
| Inspiring, influencing and impacting on others | \* |  | I/R |
| Relating to others | \* |  | I/R |
| Developing others | \* |  | I/R |
| Working collaboratively with others | \* |  | I/R |
| Holding others to account | \* |  | I/R |
| It would be expected that the candidate will be able to demonstrate: | | | |
| Self-awareness | \* |  | I |
| Resilience and emotional maturity | \* |  | I |
| Commitment to modeling exemplary classroom practice |  | \* | I |
| Commitment to developing others to achieve success | \* |  | I/R |
| Integrity | \* |  | I/R |
| Personal Drive | \* |  | I |
| Moral purpose | \* |  | I |
| Personal Attributes | | | |
| Caring, compassionate, challenging, consistent and credible | \* |  | I/R |
| Adaptable, creative and solution seeking | \* |  | I/R |
| Inspirational | \* |  | I/R |
| Sets high standards of themselves | \* |  | I/R |
| Values and respects cultural diversity | \* |  | I/R |
| Other Requirements | | | |
| Satisfactory enhanced disclosure and barring service with lists check | | | |

Key:

MOA= Method of Assessment, A= Application, I= Interview and assessment, R = Reference