

Wishmore Cross
Academy
Find your remarkable

Principal, Wishmore Cross Academy
Candidate Information Pack





Rebecca Boomer-Clark
Chief Executive

A message from the CEO...

Thank you for your interest in a role at AET. We're one of the largest networks of schools in England with 57 schools in virtually every region of the country. We are very excited to be recruiting for our new Principal at Wishmore Cross Academy. Following the SEND review, it is a fascinating time as we unite to level up opportunities for all children and young people – without exception. We are just as ambitious for children and young people with social, emotional and mental health needs as for every other child across the Trust.

We are working through a time of huge complexity and challenge across the education system. Despite the volatile external environment, we maintain a very simple core belief – that every child has an entitlement to an excellent education in every classroom, every day. As a fourth-generation teacher myself, I understand that getting it right in every classroom every day is hard, but it's also the single most important thing that we can do.

We are building the culture and strategy to deliver sustainable excellence at scale.

There are endless opportunities for our new Principal to make their mark. We are just as ambitious for children and young people with special educational needs and disabilities as for every other child across the Trust.

We try to balance our shared sense of confidence and excitement for the future with deep humility, recognising that AET, while one of the largest trusts in the country, is not the highest performing - yet. We will only deliver on our promise of excellence for every child, if we create a culture where everyone can do their very best work. In joining us, you will be central to this mission, powering Wishmore Cross Academy to improve, developing our leaders of today and tomorrow, and ensuring we're identifying and retaining the very best talent across the sector.

If you are excited by the opportunity to lead Wishmore Cross Academy - we want to hear from you!

An exciting opportunity

We are looking for an inspirational leader to unlock the potential of the children at Wishmore Cross Academy. You will champion and embrace the good work that has already been achieved and more importantly continue to have a significant impact on the children & young people and families that we support.

You will be committed to the highest standards of education, with a clear understanding of teaching excellence. You will have the experience and expertise to take the school forward and secure high performance across all aspects of the provision.

You will be enthusiastic and motivational with excellent communication skills. You will have high expectations and drive and be empathetic to pupils with social, emotional and mental health needs (SEMH).

You will understand that pupils with SEMH require exceptional support but they are also able to achieve well and that we meet their needs best by holding high levels of ambition for them. We're open to applicants from mainstream settings who've had experience of SEMH.

You will be ready to take on not just the role of principal, but to contribute to trust wide strategy, through our network leadership groups.

Wishmore Cross Academy

Wishmore Cross Academy is a special school for boys with SEMH who require high-quality specialist support. All children have education health care plans in place. The school caters for years 3-11 and operates as a secondary school with a primary unit. Our demographic means we draw pupils from a range of backgrounds, both urban and rural, across Surrey and also neighbouring LEAs.

We have been on a significant improvement journey and have been developing the school over time. These improvements were demonstrated during the last inspection in May 2022 when behaviour & attitudes and leadership & management secured good with the overall outcome being requires improvement.

We are committed to driving further improvements and have invested in the school site which is inviting and well presented. Outside there is extensive space in which many pupils enjoy playing football and basketball. There are 7 residential flats on site which are used by the staff with the opportunity for the new principal to use this facility.

The school is inclusive and promotes positive behaviour in a safe, secure, child centred environment with high quality teaching and learning via a vibrant curriculum. Our curriculum is aligned with the national curriculum and our enrichment programmes take place during school hours which meet the needs of our children and young people.

We have positive relationships with our parents and outside agencies. Our parents come into school regularly and we conduct home visits as well. Our therapeutic approach is woven throughout all aspects of the school with in-house interventions.

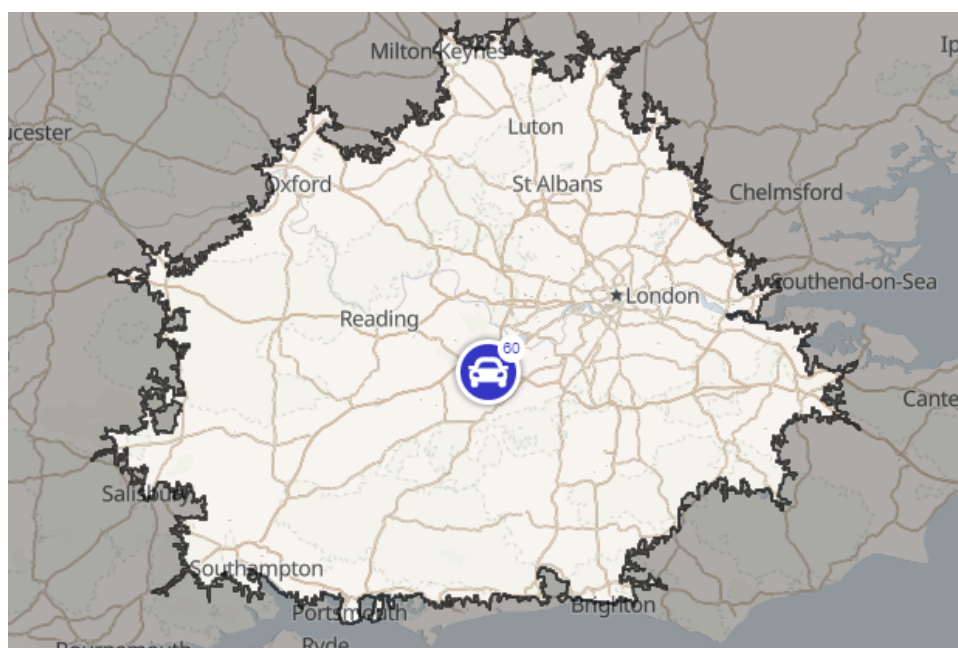
We serve some of the most vulnerable children and young people in our society and we want them to be excited about coming to school and love learning. We want to give them a chance to be motivated and challenged. Most

of all, we want all our children to know they can be successful and enable them to make secure life choices in the future.

Find out more about Wishmore Cross Academy [here](#).

Chobham

Chobham, Surrey is a village in North West Surrey, about 15 minutes drive from the London railway line stations at Woking to the south and Sunningdale to the north. The River Bourne runs through the village. It is located between the M3 and M25 motorways and Heathrow Airport is nearby. The village of Chobham has retained its village atmosphere and is protected from development due to a conservation order.



Our School

Data	
Age range	7-16
Location	Chobham, Woking, Surrey
Number on roll	85
Date academy established	September 2012
% of pupils with SEN Support / EHCP	100%
% of minority ethnic pupils	23.5%
% of pupils whose first language is known or believed to be other than English	3.5%

% of pupils known to be eligible for free school meals

62.4%

Academies Enterprise Trust (AET)

AET was established in 2008 and is now a national group of 57 primary, secondary and special schools. We are proud of our diverse and inclusive network of schools. As AET moves towards educational excellence, we are continuing to build our national education team.

Our special schools are located in Essex, London, Surrey and Gloucestershire and are all supported by our National Director of Special Schools and SEND, Maria Rodrigues.



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Secondary	Primary
Aylward Academy	Anglesey Primary Academy
Bexleyheath Academy	Ashingdon Primary Academy
Broadlands Academy	Barton Hill Academy
Clacton Coastal Academy	Beacon Academy
Firth Park Academy	Brockworth Primary Academy
Four Dwellings Academy	Caldicotes Primary Academy
Greensward Academy	Charles Warren Academy
Greenwood Academy	Cottingley Primary Academy
Kingsley Academy	Feversham Primary Academy
Kingswood Academy	Four Dwellings Primary Academy
Maltings Academy	Hall Road Primary Academy
New Forest Academy	Hamford Primary Academy
New Rickstones Academy	Hazelwood Primary Academy
Richmond Park Academy	Hockley Primary School
Ryde Academy	Lea Forest Primary Academy
Sir Herbert Leon Academy	Meadstead Primary Academy
Tamworth Enterprise College	Montgomery Primary Academy
Tending Technology College,	Newington Academy
The Rawlett School	Noel Park Primary School,
Unity City Academy	North Ormesby Primary Academy
Winton Academy	North Thoresby Primary Academy
Special	Offa's Mead Academy
Columbus School and College	Percy Shurmer Academy
Newlands Academy	Plumberow Primary Academy
Pioneer School	Shafton Primary Academy
The Ridge Academy	St Helen's Primary Academy
Wishmore Cross Academy	St James the Great Primary Academy
	The Green Way Academy
	Trinity Primary Academy
	Utterby Primary Academy
	Westerings Primary Academy

Introducing Project H

For decades, education has faced the same persistent and entrenched challenges. From how to organise our school system, reform the curriculum and qualifications, ensure teacher efficacy, and develop vocational skills- education policy has too many perpetual problems, and too few lasting, high impact solutions.

Policies come and go, but in an era of rapid change, one thing is a constant- the desire to improve our country's schools and the outcomes of the pupils that attend them. Speak to any teacher, support staff, principal or trust leader across the country: their relentless drive to improve pupil outcomes is the golden thread that binds them together. It's a collective mission and endeavour.

But the unavoidable truth is that in 2022, still only 59% of pupils leave primary school meeting the expected standard in reading, writing and mathematics.

For all the excellent efforts of high-quality research and hard work in practice, the harsh reality is we simply don't know what works in every organisation, every school, in every classroom for every pupil- no matter where they grow up or their circumstance.

So AET has launched Project H.

The goal is simple - to openly and honestly document AET's school and network improvement journey - the highs, and the lows, warts and all- as a tool to share and learn with others.

Over the last few years, a number of trusts have launched open source platforms and published their resources. We have seen fantastic leadership from the sector to galvanise a new wave of trust-to-trust and school-to-school learning and development.

But for collaboration to be made a reality, we need to make a collective shift to not just talking about 'what works', but reflecting openly on what doesn't.

So, this is AET's contribution to that cause. It is what our CEO Becks Boomer-Clark means when she talks about 'system generosity' - the ethos that Project H is founded on. Our aim is for Project H to be a shared space to explore the interconnected parts of education so that we can bridge the gap between policy and practice.

As a senior leader within AET, you'll have the opportunity to benefit from and feed into this cutting-edge dialogue and research.

To learn more, please visit: [Home](#) | [Project H](#)



Our five mindsets influence the behaviours and culture we are striving for across the network. They anchor us in a way of thinking and help to approach challenges and opportunities collaboratively.

Our mindsets

Share ideas early, often and honestly

Being open about ideas to develop them- even in their foundational stages and we don't know whether they will succeed.

Embrace constructive disagreement

Seeking meaningful discussion, welcoming the fact that we may not always agree.

Value ideas and not ego

Encouraging innovative thought and discussion from every individual, not just those who shout the loudest.

Be curious and open to new ideas

Exploring emerging views from a wide diversity of perspectives.

Focus on facts and reasons

Understanding the world as it is, not how we wish it to be.

Regional and National Support

AET Schools recognises that every school is unique and serves very different communities across the country. Our principals benefit from both our regional structure and national network of schools.

As the principal at Wishmore Cross Academy you will have the opportunity to forge strong relationships within a group of peer principals and benefit from the support of our Director of Special Schools and SEND.

Our principals work collaboratively, as not just leaders of their own school, but also regional and national leaders, participating in network wide strategy.

Our central education team provides high quality, expert support to our schools, accelerating improvement and enhancing performance, to ensure that every teacher and leader is supported to be the very best that they can be. Our commitment is to ensure that every child receives an excellent education, in every classroom, every day.

Job Description

Job title:	Principal
Accountable to:	National Director of Special Schools and SEND
Allowance attached to the post:	As set out in the contract of employment where applicable

Core Purpose of the role

The Principal is accountable overall to Academies Enterprise Trust (the “Group”) through our regional structure for ensuring the educational success of the Academy within the overall framework of the Group’s Corporate Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources.

1. Strategic direction and development

- Develop and communicate a shared educational vision that expresses the core values of the Group, is responsive to the needs of the local community, and motivates and inspires others.
- Raise the aspirations of students, their families and all staff to foster the self-belief that all students who attend the Academy can achieve at the highest level.
- Work closely with other academies within the Group and all key stakeholders to achieve this vision and secure their commitment to its enactment.
- Develop a strategic approach that focuses on pace and accelerated progress to bring about rapid and sustainable improvement.
- Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on students’ achievement and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high quality educational experience is available for all children and young people who attend the Academy.
- Ensure a robust and sustainable focus on supporting students to make the best possible progress in all subjects across the Academy.
- Improving teaching within the school where it does not meet the highest standards.
- Determine curricula that are informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of the global economy.
- Develop and implement strategies to ensure continuity of learning at all main points of transfer, for example when students progress from the primary to secondary phase.
- Ensure the development and consistent implementation of robust tracking and monitoring systems that accurately identify and evidence students’ progress in all subjects.
- Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action is taken in accordance with Group policies and procedures.
- Provide a range of extra-curricular activities which will provide a broad and well-rounded education, support pupil development and ensure rich experiences and opportunities.
- Create a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

3. Performance and standards

- Be accountable for standards, across all aspects of provision.
- Be ambitious for pupil outcomes, ensuring targets for academic performance are met
- Maintain a sharp focus on the achievement of both whole cohorts and pupil groups, including disadvantaged and SEND pupils.
- Ensure that data is accurate and both shared and analysed with impact, in line with AET frameworks
- Ensure intervention and raising achievement plans are detailed and effective, then implemented with rigour, ensuring impact on pupil progress and outcomes.

4. Leadership of self and others

- Provide dynamic and consistent leadership for the school and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- Set high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the Academy's intended outcomes.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- Implement a performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- Regularly review your own practice, set personal targets and take responsibility for your own continuous professional development.
- Ensure that systems are in place to encourage all staff to be similarly active in their personal and continuous professional development.
- Develop the capacity, through coaching and other appropriate means, of leadership and management, particularly for middle and senior leaders.
- Develop an ethos that ensures regular involvement of all staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- Work collaboratively with the Chair of Governors to encourage and support all members of Academy Councils, both separately and collectively to fulfil their governance responsibilities effectively, in particular in terms of holding the Academy to account and challenging the Academy to enable all students to make the best possible progress and achieve their full potential.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the Group ethos and vision.

5. Academy ethos and community

- Create effective means of communication to ensure that all stakeholders in the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- Create strong links and collaborative ways of working with all stakeholders including the wider community, other Group academies, neighbouring schools and colleges, ensuring the Academy is at the heart of the community.
- Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including entire family members) to access knowledge, skills and learning opportunities.
- Work with the Group's School Support Services Departments, the Local Authority and the Governing Body to support the achievement of locally determined educational priorities and initiatives.
- Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.

- Develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- Foster a culture where all members of the Academy community respect others and their physical surroundings.
- Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence, self-respect and social responsibility are encouraged.
- Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the Academy.

6. Management of the organisation

- Ensure effective operational management for the delivery of education within the Academy's budget and in accordance with financial and organisational structures of the Group as set in the Finance Handbook.
- Work to, and report on, and achieve targets for achievement of the Academy and personal targets as agreed by the Trust.
- Work within a defined organisational structure that enables effective and efficient ways of working and supports the achievement of the Academy's objectives.
- Work with the Regional Director of Education to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the Academy and of their personal role in enabling and promoting high quality learning.
- Work effectively with School Support Services Departments, Group Principals/Headteachers, the Local Governing Body, to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- Act in accordance with Group policies, procedures and legislation affecting the conduct of the Academy, particularly those governing health and safety, finance and employment rights.
- Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

7. Supporting the work of the Trust

- Develop strong, positive relationships with Group colleagues; contribute to collaborative work across Group Academies; and support other staff in participating in Group work and projects.
- Participate in Group and sector-wide activities in order to share best practice, contribute to the development of Group strategies and policies and promote the Academy and the Group in a national context.
- Undertake any other reasonable duties deemed appropriate to the role of the Principal.

8. Specific Responsibilities

- To report to School Support Services Departments, the Education Director, Regional Director of Education, the Chair of the Local Governing Body and the Board as appropriate.
- To report to the Local Governing Body Academy level, on Academy performance and the implementation of Group policies, thereby ensuring full involvement of the governors in strategic planning, business activities, monitoring and building relationships with the wider community.
- Further aspects to be agreed with the Regional Education Director and Director of Education, the Chair of the Local Governing Body and the Group Board

Person Specification

- Have experience in at least two special schools/academies.
- Have a good understanding of what makes an excellent school.
- Significant experience at senior level and ideally led, a successful school previously.
- Have the ambition, drive, authenticity, and resilience of an excellent leader.
- Be a great teacher who know what great learning looks like in the classroom and how to achieve it
- Be excited by, and committed to, supporting practices that will drive sustained progress across the wider network of AET schools.

Initial Teacher Education

Excellent teacher training paves the way for excellent teachers. From September 2022 AET Schools is working in partnership with Ark Teacher Training to deliver our teacher training. Our aim for our 57 academies is to develop people at the start of their pathway so they can build a career with AET they can be proud of.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. We value deep knowledge and expertise in our leaders, focusing on specialism over generalism.

We are one of the largest networks of schools in England, allowing you to develop as a leader, with access to a variety of different settings and locations across the country. AET Schools is sharply focused on becoming a high performance organisation; this environment provides the opportunity to work with expert and influential educationalists, as part of an exciting network of school and MAT leaders.

We offer a professional learning journey which can be tailored to your individual needs, as you work, collaborate, learn and develop with colleagues across our large network. Our approach enables you to be responsible for your own learning and development. Our programmes are designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will achieve excellence together, stretching and challenging you to have the greatest impact across our network.

Innovative approach to EdTech

Whilst we know that technology will never be a substitute for a strong curriculum and excellent teaching, we are interested in how EdTech can make our teachers' work easier

AET continues to invest heavily in technology, making it one of the best equipped trusts in the education landscape. This investment ensures all our schools have top notch infrastructure and equipment.

Fast forward to today, and AET is extremely proud to have recently been recognised within the EdTech 50 2021/22 awards. We are also an active contributor to the Department for Education's EdTech Demonstrator Programme.

More support for you and your loved ones

Benefits:

- Employer funded healthcare scheme
- Career development
- Cycle to work scheme
- Online bike shop scheme
- Teachers' Pension and Local Government Pension scheme
- Childcare vouchers (applicable if already enrolled pre October 2018)
- Affordable loan scheme
- Employee assistance programme
- Financial advice
- Lifestyle savings
- Home electronics and mobile phone scheme

We have developed a comprehensive staff benefits package with flexible benefits schemes and offers, which you can access through the online platform Vivup. See [link](#) to access our full benefits brochure.

Application Process

Thank you for considering applying for the Principal position at Wishmore Cross Academy.

To arrange a school visit or to find out more, call Recruitment on 0203 947 5689 or email : recruitment@academiesenterprisetrust.org.

Apply online via: <https://www.tes.com/jobs/vacancy/principal-surrey-1729705>

For an informal discussion please contact Tanya Bentham on the contact details above.

Closing date: Wednesday 30 November 2022, 12 noon

Interview date: Tuesday 6 December 2022 (Wishmore Cross Academy) and Thursday 8 December 2022 (Virtual)

We look forward to receiving your application.