



Candidate Briefing Pack

Principal and Executive Director Designate



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Chief Executive's Introduction



Through a model of education that creates a network of inspirational and inclusive academies sharing the same values, Leigh Academies Trust (LAT) drives outstanding educational improvement and dynamic transformation. Academies work closely and collaboratively together and with our partners to exploit the key educational philosophy of human scale education. All activities are focused on improving the life chances of the young people in our care.

The Trust has grown in 7 years to 12 academies (6 secondaries, 5 primaries and 1 special) educating around 9,000 students, with 4 more academies in approved development stages and total income already exceeding £50million annually. LAT is growing three academy clusters: North West Kent; Central Kent and South East London. Stationers' Crown Woods Academy is situation in the latter of these. The Trust is committed to creating new initiatives that allow all learners to achieve the very best outcomes. This has seen the widespread adoption of mobile devices as a learning tool across both primary and secondary academies. LAT has become a world leader in the use of such technology. LAT also heads up Kent and Medway Training, which trains nearly 100 new teachers per year with excellent outcomes and is a member of the New Horizons Teaching Schools Alliance.

The opportunity to join the Trust to lead Stationers' Crown Woods Academy and develop the South East London cluster is very exciting. The Academy has gone from strength to strength since moving into its new £50million PFI campus 4 years ago and is now at the cutting edge of secondary education with a successful 'small-school' philosophy and a forward looking digital curriculum. Eastcote Primary, a nearby feeder school to SCWA has completed all due diligence and approval processes to join the cluster early in 2016. The Trust has gained Secretary of State approval to open a brand new secondary free school in Greenwich from September 2017.

This role is considered the best opportunity now available in London for an outstanding executive leader who can not only inspire existing students and staff but can also bring creativity and innovation to developing the Academy and the Cluster, making responsible and collaborative use of the unprecedented freedoms now available in our schools system.

I am very excited by the prospect of working closely with the successful candidate.

Simon Beamish, BA (Hons) MSc PGCE NPQH

Chief Executive

Who we are

Leigh Academies Trust is a non-profit charitable company limited by guarantee based at the centre of its clusters in Dartford, Kent. The Trust supports and assists schools to build upon existing strengths and achieve rapid educational transformation. It includes both sponsored academies and schools which have chosen to convert to academy status.

“Shaping Lives, Transforming Communities”

Trust Values:

- removing barriers and providing opportunities to achieve academic excellence for all;
- a 'can-do' attitude;
- creating successful, independent and respectful young adults with high levels of integrity and a strong desire to achieve widely;
- developing resilience throughout all members of the organisation;
- community focused and outward facing;
- continuous improvement and innovation.



Trust Distinctive Features:

- small-school, 'human scale' education;
- an enterprising culture;
- close partnerships with industry and other educators;
- mixed age learning and a powerful model of all-through education;
- transferring information and ideas across academies;
- forensic analysis of data to personalise educational experiences.

Trust Advantages:

- expert central services for finance, HR, IT, facilities and business functions;
- innovative approaches to teacher recruitment and retention;
- fast track development of leaders for internal promotion opportunities;
- central reserves protect individual school budgets;
- substantial investment in cross-Trust initiatives to improve teaching and learning;
- close collaboration between senior leaders across the Trust;
- integration of primary and secondary approaches into all-through education;
- adequate scale to design and test new delivery models as government policies, rules and measures change;
- high quality strategic governance with wide business & professional experience.



Stationers' Crown Woods Academy

Stationers' Crown Woods Academy (SCWA) moved from its Greenwich roots as a local authority school to join LAT in September 2014, sponsored by The Stationers' Livery Company. Its modern campus and buildings reflect the principles of 'Human Scale Education' and the belief that pupils learn better in smaller schools where the curriculum is more effectively personalised to meet individual needs.



SCWA comprises 4 'home schools', 3 for pupils aged 11 to 16 and the 4th for post 16. Each school has capacity for 450 pupils, its own Head of School and a team of dedicated staff. SCWA is strongly over-subscribed and has recently agreed to expand its year 7 entry to 300 per year.

Pupils are allocated to schools based on aptitude, ability, skills and interests. The curriculum is diverse and allows for accelerated learning and early examination entry. It offers a very broad range of courses with a focus on core subjects of English, Maths, Sciences, Humanities and Languages, and a high quality vocational offer including Digital Media Technology, Construction, Health and Social Care, Sport and Business.

"The school is determined that all pupils should be able to fulfil their dreams by exceeding their expectations" OFSTED

Our objective is that every pupil should make outstanding progress in subjects that suit them, courses that they enjoy and environments that challenge them. The small school model allows for every teacher to know every pupil and care personally about their achievements. SCWA has a full range of enrichment classes including competitive and non-competitive sports, debating, homework clubs, additional examination classes and art, drama and music activities. It also has an orchestra, a gospel choir, regular music concerts and art exhibitions.

Education extends beyond the classroom, offering a wide range of trips and activities throughout term and holidays. This includes French and Spanish exchange visits, skiing, a New York trip, science week and outdoor education pursuits. High expectations of behaviour underpin all our work and we use a 'rights and responsibilities' framework and home academy agreement to support our vision of 'our community, your success'.

We encourage active participation of parents in our small schools and we have thriving parent and teacher forums. Excellent facilities include an inclusions hub, 18 ICT suites, portable laptops, a large restaurant and landscaped gardens with nature reserve.

The Stationers' Company



Although The Stationers' Company has been our sponsor for less than 2 years it has already demonstrated enormous commitment of time and talent plus financial, curriculum and employer resources that are beginning to propel the school into innovative 21st century leadership in England's rapidly changing education structure.

The Stationers were established as a London livery company some 600 years ago. Their mission today is to be the most effective independent forum for the UK Communications and Content industries. This includes actively contributing to the strategic development of these industries by ensuring the highest possible entry of new talent identified, encouraged and prepared appropriately within the school system. SCWA is an important aspect of that focus and is receiving huge benefits, far beyond the expectations of most state schools, including a new, fully equipped digital media centre.



Today the Company has over 900 members, the vast majority of whom are senior executives in the complete range of trades within the Communications and Content industries, from paper, print, packaging and office products to newspapers, magazines, books, online media and broadcasting.

Membership is drawn from across the UK and increasingly throughout the world and now includes major companies as well as individual members.

The Company uses Stationers' Hall, next to St. Paul's Cathedral, for the purpose for which it was built many years ago: to bring together the major players of its industries so that they can enjoy each other's company, learn from one another, swap ideas and together develop strategies for the future of industries that are vital to global economic growth.



The Company has a proud history of supporting education and is committed to working with SCWA and more widely with LAT to help develop the next generation of leaders with outstanding digital skills.

The new Principal will continue to build relationships within The Stationers' Company and across LAT and South London generally, to take full advantage of the extraordinary opportunities this partnership offers.



The Role

Role:	Principal and Executive Director Designate
Salary:	Highly Competitive + Healthcare + Bonus
Commencing:	September 2016

Following the announced retirement of our current Principal the Trust is seeking to appoint a senior leader to continue the sustained progress made with building a unique and inspirational place of learning. We are therefore looking for an exceptionally talented leader who will use their energy and vision to make a real impact, achieving outstanding outcomes for our students and ensuring as soon as possible that the school itself is recognised nationally as exceptional.

This is a rare leadership opportunity within a very successful and financially sound, mid-size Multi Academy Trust that combines 'earned autonomy' for effective leaders with secure central support that encourages collaboration for success.

The appointed candidate will already be a talented leader of a successful secondary school with real ambition to improve the life chances of many more young people by moving towards a wider Executive Director role and developing the Trust's South East London cluster to perhaps 8-10 academies.

SCWA is an amazing site filled with students keen to learn and proud of their school. From its origins as one of the biggest schools in London we have created a culture and established an ethos of human scale education. The successful candidate will continue to develop this philosophy across all areas of academy life.

Reporting directly to the Trust Chief Executive, you will receive encouragement, support and guidance not only to develop the school but also your own career within the Trust. We wish to hear from you if you really want to change our education world and are:

- an enthusiastic, energetic and ambitious school principal with a track record of success at secondary level;
- a motivational and aspirational leader with high expectations of staff;
- confident and able to communicate a clear vision for the school;
- able to develop children to reach their full potential regardless of background or circumstance;
- approachable and keen to work with staff across the Trust to ensure wide success;
- able to establish and develop excellent relationships with the community, our sponsor and other stakeholders.

What we can offer you

- a competitive salary in line with the best schools in London along with private healthcare and an opportunity to earn a performance bonus;
- an exciting LAT career path and a national profile as an outstanding executive leader of up to ten academies as our South East London cluster expands;
- the opportunity to lead a large, currently good academy to outstanding status supported by a dedicated academy leadership team;
- The chance to shape the future digital curriculum of Stationers' Crown Woods Academy and wider cluster of South East London academies with LAT;
- security and support on your journey from close collaboration with a small central executive and a larger group of talented principals to share best practice and innovation.

Application Process

Naturally we seek to attract the best possible candidates and the application process reflects our desire to undertake all necessary measures to achieve this.

Applicants should send their CV with covering letter outlining their suitability for the role. Candidates interested in visiting the Academy before formally applying can telephone or email in confidence to arrange a convenient date with Chief Executive Simon Beamish (direct line 01322 620402 or simon.beamish@latrust.org.uk).

Applications can be sent directly to our HR Director richard.taylor@latrust.org.uk. The closing date is **Wednesday 20th January 2016**. All applications will be personally acknowledged on receipt. Firm candidates are encouraged to visit the Academy prior to interview during weeks beginning 4th January and 11th January.

Shortlisting will be carried out by the end of January and candidates selected for interview will be notified as early as possible. Interviews and associated assessment activities are scheduled for 1st and 2nd February 2016 and candidates are asked to ensure that both these days are provisionally kept clear.

Queries

If you have any queries on the application process or need additional information, please contact Olivia Couzins, Talent Manager on 01322 620522 or Emma Johnson, PA to the Chief Executive, emma.johnson@latrust.org.uk



Performance Profile

Position: Principal and Executive Director Designate

Reporting to: Chief Executive

Academy: Stationers' Crown Woods Academy

Main purpose of role

The Principal is expected to provide the leadership and management necessary to secure high quality teaching and learning and to raise standards of achievement in the academy, and to work with the other Principals to do the same across the Trust.

As the South East London cluster develops the Principal will take a wider executive leadership role ensuring that the Trust's strategy is delivered across all academies and a culture of collaboration is successfully embedded at all levels. As the eventual Executive Director of the cluster you will provide advice, guidance and challenge to our academy leaders and help them remove any barriers to reaching outstanding status.

Expected Performance

A cluster of academies where:

- there is a consistent approach to teaching and learning whilst ensuring that each academy retains its individual character and ethos;
- excellent performance and strong governance is rewarded with academy autonomy whilst still retaining the complete support of the Trust;
- collaboration is inbuilt into everything we do and staff see themselves as a valued member of the academy, cluster and wider Trust;
- all academies continue to improve in order to achieve 'outstanding' status where possible and achieve the best possible outcome for their students.

Effective leadership in each academy where:

- a positive ethos reflects high achievement, effective teaching & learning and good relationships with students, parents, partners and the local community;
- staff, governors, sponsors, students and parents respect the academy leadership;
- staff and governors recognize their responsibility for contributing fully to the successful implementation of Trust and school policies and practices;
- the life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life in a modern digital world;
- expectations and support are high for all vulnerable groups;
- the welfare of students is safeguarded at all times;
- there is a clear Academy Performance Agreement in place and reviewed regularly to ensure continuing progress toward planned outcomes;
- efficient and effective use is made of staff, accommodation and resources;
- there is a positive contribution to the life of the Trust and its other schools;
- good value for money is provided and finances are well managed.

Students who:

- make progress in relation to their prior attainment to expected or better than expected levels;

- achieve outcomes that reflect their full potential across all subject areas in a consistent manner;
- make the most of academy extra-curricular activities and specialisms;
- are well prepared for assessments and necessary examinations;
- are enthusiastic about the subjects they study and highly motivated to learn more;
- take responsibility for themselves, their learning and the academy environment;
- contribute to maintaining a purposeful working environment through their attitudes and behavior.

Teachers who:

- have a secure knowledge and understanding of their subjects and the overall learning process;
- set high expectations for all students and for themselves;
- plan lessons and learning that address the needs of all students within the class;
- employ the most effective approaches for every group of students;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work;
- reinforce and extend students' learning through setting consistent and challenging personal study tasks;
- understand the importance of a regime of rules and discipline;
- are systematically monitored, evaluated and supported in their work.

Staff in general who:

- enjoy coming to work;
- are inspired and motivated to reach their full potential for the benefit of the academy regardless of their role;
- are fully engaged with the direction and activities of the academy, willing to go the extra mile whenever necessary;
- are resilient to the everyday challenges of academy life and are supportive towards each other at all times;
- have their performance assessed regularly via a variety of methods and obtain constructive feedback on areas to improve as well as praise for achievements;
- communicate openly and clearly at all times;
- are supported in their career development and encouraged to progress.

Parents who:

- understand how an effective partnership with the academy contributes to their child's learning and happiness;
- endorse and assist the objectives of the academy and cluster as a whole;
- are kept fully informed about their child's achievements and progress and other developments across the school;
- know how they can support and assist their child's progress.

Governors who:

- give generously of their time, experience, ideas and contacts to assist leaders;
- hold academy leaders to account for quality of education, standards and finance;
- understand that their role is not to become involved in management;
- fulfil their statutory responsibilities to the Trust and DfE.

Person Specification

As a Trust we seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do.

When we recruit we look for specific experiences and qualities. However, we also value diversity because we recognise the importance of people bringing their own backgrounds, experiences, perspectives and ideas to the Trust.

For the role of Principal we would expect candidates to demonstrate:

- passion for continuous personal and social improvement by self and others;
- professional integrity and respect for the opinions and circumstances of others;
- personal impact and presence with all stakeholders;
- leadership ability to inspire and motivate staff and students;
- excellent interpersonal and communication skills;
- passion for raising secondary and post 16 achievement and solid understanding of what constitutes an outstanding school;
- significant leadership and management experience in a similar role;
- creative and innovative skills in finding new solutions;
- strong relationships with governors, sponsors, parents and other stakeholders;
- willingness to share knowledge and work collaboratively with other academies and trust executives;
- abundant enthusiasm and energy;
- ability to think reflectively and adapt well to change;
- resilience and the ability to remain calm and consistent under pressure;
- reliability and ability to meet deadlines;
- sense of humour;
- effective organisational skills;
- excellent personal ICT skills.