



Eastern Multi-Academy Trust

Empower - Motivate - Aspire - Transform

EXECUTIVE PRINCIPAL



**Emneth
Academy**



**Southery
Academy**

EMNETH ACADEMY

&

SOUTHERY ACADEMY

ADVERT PACK

Proud to be part of Eastern Multi Academy Trust



Executive Principal (Salary range: £70k - £75k)

Emneth Academy & Southery Academy

Information Pack

Thank you for your interest in joining the Emneth and Southery Academy team. Following the successful tenure of the current Executive Principal, we are seeking a dynamic and driven Principal to develop cross-academy support and strategic delivery, and lead the improvement journeys for both communities.

Southery Academy joined Eastern Multi Academy Trust in March 2016 and Emneth followed in April 2017. Southery is situated just a few miles south of Downham Market on the main A10 between King's Lynn and Cambridge. Emneth lies just to the East of Wisbech off the A47 route from King's Lynn to the Midlands via Peterborough. The two academies are within easy driving distance of each other.

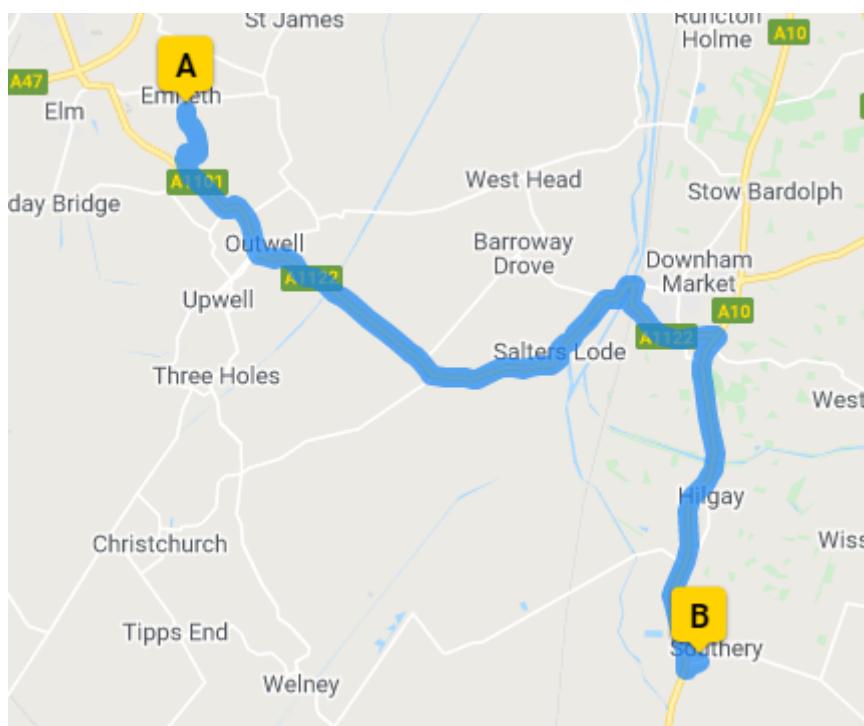
Southery Academy is our smallest academy with 92 pupils on roll, while Emneth has 204 pupils. Both rolls are stable with Emneth oversubscribed for 2021.

Emneth Academy



Southery Academy





Ofsted

	Southery	Emneth
Inspection Date	8 th January 2019	11 th February 2020
Overall Effectiveness	Good	Requires Improvement

Emneth Academy has gone from strength-to-strength and Trust validation indicates that areas for development highlighted in the previous inspection have been largely addressed. Trust internal validation indicated that the academy should receive Good at its next inspection.

Trust support

Eastern Multi Academy Trust provides strategic challenge and support through its Primary Regional Directors. Additional support is also brokered through local Teaching Schools as well as school-to-school support and collaboration. The Trust provides operational support through its dedicated HR and Finance teams as well as IT and Estates. The estates of both academies are in good order and the successful candidate will benefit from good learning and working environments.

This is an exciting time in the improvement journey of each academy and provides a unique opportunity for the successful candidate to shape the future structure and cross-academy learning roles.

The academies work closely with EMAT's other schools based in the West Hub (North Wootton, Eastgate, Emneth, Upwell and Nelson) as well as the 7 academies within the Breckland Hub (based in Suffolk and Thetford). We offer opportunities for wider trust working and the successful candidate will have the opportunity to play a key role in providing improvement capacity across the Trust.

Local Area

There are easy rail and road links to Cambridge and London as well as the East Midlands. 42 trains per day run to London from King's Lynn via Downham Market and Cambridge with connections to cross-country trains in Ely.

The stunning North West and North Norfolk coast lies just an hour's drive away with beautiful beaches and well-kept walks to explore. Wells-Next-The-Sea is only an hour and 15 minutes away and further East lies the busy seaside towns of Cromer and Sheringham. A short 20 minute drive to the East of Southery takes you to Thetford Forest, with its rows upon rows of pine trees and woodland to explore.

West Norfolk is the perfect base to explore both the wilderness of the coast and the bustle of city life in Norwich, Cambridge and Peterborough.

Emneth Academy

Emneth Academy caters for 204 Pupils across seven classes (R to Y6). The children from Emneth Academy predominantly feed into Marshland High School, although some may attend Downham Market High. There are strong links with Emneth Nursery school, which is situated next door.

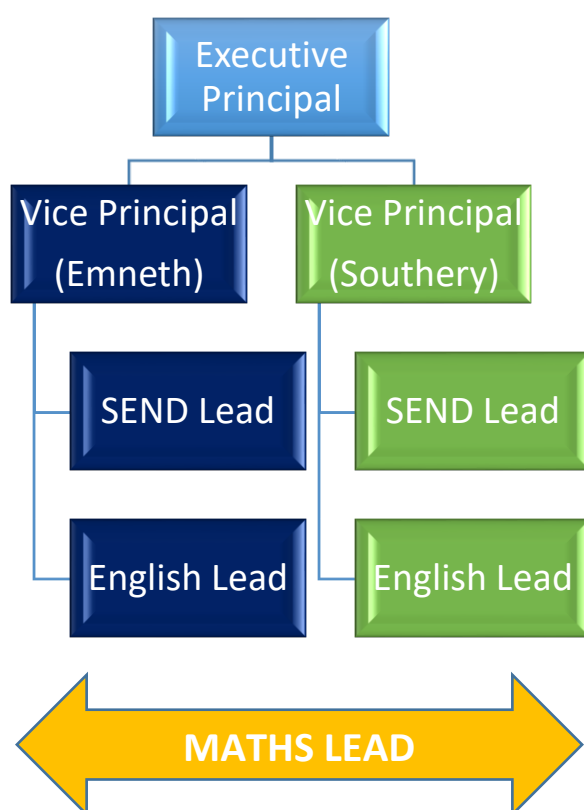
	BOYS	GIRLS	SEND	EAL	DISADVANTAGED
TOTAL	104	100	28	5	61

Southery Academy

Southery Academy caters for 92 Pupils across 4 classes (Reception, 1/2, 3/4 and 5/6). The children from Southery predominantly feed into Downham Market High. Southery also benefits from an onsite, privately run pre-school who hire a base.

	BOYS	GIRLS	SEND	EAL	DISADVANTAGED
TOTAL	43	49	19	5	28

Current Organisational Structure



Staffing

Both Southery and Emneth Academies have a Vice Principal who supports the Executive Principal with the day-to-day operations of each academy. The Vice Principal at Southery is also the Maths Lead and works across both academies in this role. This role is 4 days per week at Southery and one in Emneth.

The academies have started to share expertise more widely and there is scope for further development in this area.

Please note that Covid secure or virtual visits to both academies are welcomed prior to application. Prospective candidates should contact the current Executive Principal, Barney Rimmer, in the first instance at principal@soa.eastern-mat.co.uk or barney.rimmer@ema.eastern-mat.co.uk . For further information on the role please contact Paul Shanks (Acting CEO) at paul.shanks@eastern-mat.co.uk

Further information on both academies can be found on their respective websites: Emneth Academy: www.emnethacademy.co.uk or Southery Academy: www.southeryacademy.co.uk

Executive Principal Job Description

Job purpose

- To provide strategic leadership which secures success and continuous improvement for both Emneth and Southery academies, ensuring high quality education for all pupils and the highest standards of learning and achievement in accordance with statutory requirements and the vision and values of Eastern Multi Academy Trust: Transforming lives and communities
- Responsible to the Regional Director for Primary Education, Chief Executive Officer and the Chair of the West Education Committee of the Board of Trustees.
- Responsible for teaching and learning of both schools and the outcomes of all children
- Accountabilities to be met in accordance with the provisions of the National Standards for Headteachers

Shaping the future

The Executive Principal:

- Creates and communicates a shared vision, ethos and strategic plan for both academies that inspires and motivates all stakeholders and reflects the needs of each school and its community in its widest context.
- Translates the vision into clear objectives that promote and sustain school improvement.
- Initiates and builds the capacity for change.
- Develops and implements robust systems in key areas including short, medium and long-term strategies that provide improvement, sustainability and capacity building.
- Empowers, develops and maintains strategic leadership capacity to support succession planning and meets the needs of both school.
- Ensures the schools move forward for the benefit of all pupils and the community
- Motivates and inspires stakeholders to create a strong, shared culture of learning within an inclusive environment.

Leading learning and teaching

The Executive Principal:

- Sets high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensures a wide focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning from 3 to 11.
- Establishes creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.

- Ensures a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- Implements strategies to improve the quality of teaching and learning across both schools to ensure it is consistently strong enough to raise standards.

Developing Self and Others

The Executive Principal:

- Develops a positive ethos that celebrates the achievement of all and fosters a culture of continuous improvement.
- Builds a collaborative learning culture within both academies and actively engages with other schools to build effective learning communities and partnerships.
- Ensures effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
- Develops and maintains effective strategies and procedures for the induction, professional development and performance review of all staff in line with Trust policies.
- Sets high expectations for all and addresses under-performance, challenges unacceptable practice and attitudes.
- To act as a role model for the highest professional standards and behaviours.
- Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
- Ensures both self and others achieve an appropriate work/life balance.
- Ensures the performance management of staff reflects the aims and objectives of the partner academies and Trust.
- Plays an active role in wider Trust improvement and act as a capacity giver as well as receiver in the wider school system.

Managing the Organisation

The Executive Principal:

- Creates organisational structures that reflects the values of EMAT and each academy, and enables the management systems, structures and processes to work effectively in line with legal requirements and Trust policy.
- Ensure the schools and their resources are organised and managed to provide an efficient, effective and safe learning environment.
- Recruits, retains and deploys staff effectively across both schools.
- Ensures the leadership teams are empowered and able to support the smooth operation of both schools.
- Ensures the partnered schools resources are deployed to achieve value for money.
- Produces and implements clear, evidence-based improvement plans and policies for the development of the schools and their facilities.

- Manages and optimises the use of financial and human resources to achieve each academy's educational goals and priorities.
- Ensures the range, quality and use of resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Ensures effective time management between each academy to ensure an effective leadership presence on all sites.

Securing Accountability

The Executive Principal:

- Is accountable to the Trust Executive and West Education Committee for the schools, their environment and all of their work, and work with all parties to meet its responsibilities.
- Develop effective working relationships with the Academy Councils of both academies and the West Education Committee of the Board of Trustees.
- Develop an ethos across both academies that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through the appraisal process.
- Develops and presents an accurate account of each academy's performance to a range of audiences including the Local Academy Council, parents and carers, Children, Trust Education Team and Ofsted.

Strengthening Community

The Executive Principal:

- Embeds positive and purposeful relationships across and beyond the schools that benefit children, families and the local community.
- Co-operates and work with relevant agencies and partners to ensure the wellbeing of children in line with the values of the Trust.
- Ensures learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Builds a culture and curriculum that takes account of the richness and diversity of the local community.
- Networks and quickly develops effective relationships in order to secure a range of resources and opportunities for the schools.
- Creates and promotes positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

The Executive Principal:

- Has substantial, up-to-date knowledge and effective experiences of safeguarding issues and ensures a safe and supportive culture at all times.
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and guidance.
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develops and introduces policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

Executive Principal

Person Specification

	EXECUTIVE PRINCIPAL PERSON SPECIFICATION		
CRITERIA		Essential	Desirable
Qualifications and Experience			
Qualified Teacher Status	√		
NPQH and/or NPQEL		√	
Evidence of regular and appropriate professional development	√		
Evidence of recent headship and senior leadership in primary	√		
In depth knowledge of the EYFS, KS1 and KS2 curriculum and assessment	√		
Experience of supporting other schools/academies		√	
Shaping the future			
Knowledge of national and local trends in education	√		
Knowledge and understanding of developing, communicating and implementing a shared vision	√		
Knowledge and understanding of the strategic planning process leading to tangible improvements in pupil outcomes	√		
Effective communication strategies within and beyond each academy	√		
Knowledge and experience of technology to support teaching and learning		√	
Experience of leading change and knowledge of the impact of this on the organisation and individuals	√		
Experience of developing a culture that builds on existing good practice, recognises success and motivates colleagues and pupils	√		
Leading Teaching and Learning			
Proven track record in improving outcomes across all phases	√		
Ability to design a clear curriculum intent and implement the curriculum strategically	√		
Experience of a knowledge based curriculum		√	
Track record of developing colleagues through a well-structured and planned professional development programme	√		
Understanding of the concept of distributed leadership and its role in effective school improvement	√		
Evidence of improving teaching, learning and outcomes across all stages	√		
Developing Self and Others			
Evidence of motivating self and other to continually improve	√		
Evidence of developing and sustaining a learning community	√		
Evidence of developing development processes to improve teaching and learning	√		
Evidence of challenging and supporting under-performance	√		
Managing The Organisation			
Knowledge of how to devise, manage and implement rapid change initiatives	√		
Ability to secure buy-in from colleagues	√		
Managing time across both academies so that there is leadership presence	√		

Knowledge of legal issues regarding managing a school such as Equal Opportunities, Race Relations and Human Rights etc	✓	
Knowledge and understanding of project management		✓
<i>Securing Accountability</i>		
Knowledge and experience of self-review processes in schools	✓	
Knowledge and understanding of statutory education frameworks, eg SEND	✓	
Evidence of multi-agency working to secure strong outcomes for children with additional needs	✓	
Evidence of using a range of tools and data to support and improve aspects of school life	✓	
Evidence of networking and an outward facing approach to school improvement	✓	
<i>Strengthening Community</i>		
Evidence of developing and sustaining effective relationships with all stakeholders	✓	
Use of strategies to engage parents/carers in supporting their children	✓	
Evidence of developing strong relationships with the wider community such as business leaders etc		✓
Evidence of developing the wider curriculum beyond school to provide the best opportunities for children	✓	
Evidence of using collaborative opportunities to enhance the learning provision	✓	
<i>Safeguarding</i>		
Awareness and understanding of Keeping Children Safe in Education (2020)	✓	
Evidence of up-to-date knowledge of the latest national and local safeguarding guidance	✓	
Evidence of developing a safe and supportive learning culture	✓	
Evidence of recent Designated Safeguarding Lead training and experience		✓
Knowledge and understanding of effective safe working practices that minimise opportunities for abuse	✓	

Information will be assessed from applications, references and interview activities against each area.