



# Principal Application Pack

The Queen Elizabeth Academy,  
Atherstone, Warwickshire

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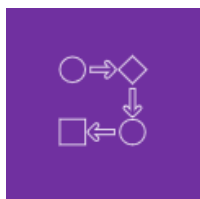
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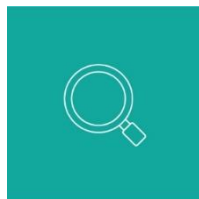
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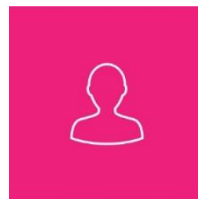
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# 01. About Academy Transformation Trust



## We're on a mission

Our mission is to provide the very best education for all pupils and the highest level of support for our staff to ensure every pupil leaves our academies with everything they need to reach their full potential.

## What does it mean to be part of ATT?

### Our Vision

We will ensure that all our children and young people, regardless of their background, fulfil their education potential. We will do this in safe, supportive and ambitious environments, ensuring we maximise life chances for them all.

### Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

### It's all about CSI!

ATT is a Multi-Academy Trust (MAT) that legally operates as one organisation incorporating a large group of academies with a shared vision and values.

You could be part of a cross-phase family of 22 academies, 1,737 employees and 12,362 pupils (at September 2019), all working towards the same ambitious goals. While we recognise the individual community context of each of our academies, we are also very clear that we operate as one to ensure all stakeholders can benefit from the efficiencies afforded through our Trust operating model. More importantly, we know we grow, learn and achieve more through the collaboration that runs through our Trust. In our trust we routinely harness the very best practice, leadership expertise and development opportunities.

Our academy improvement model is very simple: we Challenge, we Support and, sometimes, we Intervene. We call this approach our 'CSI' model. Our CSI strategy is uniformly used across our Trust – regardless of where each individual academy is on its improvement journey.

### Our Leadership Model

We operate a distinct executive and nonexecutive function, the non-executive line being independent of the executive line, which is why anyone employed by the Trust should not also take on a non-executive role within it. Equally, those appointed to the non-executive line do not involve themselves in operational activities, which remain an executive responsibility, so that the accountability for individual decisions is clear.

We believe every child matters and deserves a first class education.

Our team knows first-hand how to make education better for schools, pupils and their teachers.

For us, the future of UK education relies upon schools working closely together to share best practices, giving every child the best chance in life. We set up ATT to make this vision a reality.

As a not for profit trust, we work with our growing family of primary and secondary academies, and further education providers in the Midlands, East of England and South East.



## 02. The Queen Elizabeth Academy Information



Based in Atherstone, Warwickshire, The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies. The Queen Elizabeth Academy is part of our west 4 cluster led by Executive Principal Andrew Wilson.

The Queen Elizabeth Academy is a 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future.



The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success

in the competitive 21st century. TQEA are committed to raising standards and providing students with exceptional opportunities to support learning.

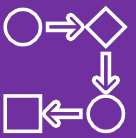
TQEA look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, and an open-minded, proactive attitude to working within a team. TQEA want individuals who want to go the extra mile for our community.

Teamwork is at the heart of everything TQEA do and by working together, they aim to secure a successful future for all. They encourage those interested in joining our school to spend some time with them to gain a real understanding of their ethos and what they have to offer.

The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes The Queen Elizabeth Academy a special place.



# 03. ATT Education Directorate – Leadership and Management Information



## Regional Education Director (RED) – Secondary, East/West

Responsible for the strategic leadership and standards in all secondary academies in their ATT region.

### Core Purpose:

- Provide leadership and management which enables our Trust to give every student high quality education, promoting the highest possible standards of achievement;
- Secure the long-term success of the region by maximising potential through the skills and resources available from across our Trust;
- Build leadership capacity in every academy;
- Exhibit the leadership and behaviours of ‘the ATT CEO in the region’

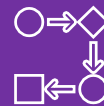


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- Build leadership capacity in every academy;
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### Executive Principals (EP)

Responsible for the strategic leadership and standards in all academies in their Cluster.

#### Core Purpose:

- To be responsible and accountable for an agreed group of academies within a Cluster.
- To develop and support ATT's values and vision, sharing expertise, supporting colleagues and our strategic aims.
- To provide dynamic and inspirational leadership, strategic direction, continuous development and accountability for each academy which will secure high standards in all areas of the cluster's work.
- To create cluster EIPs and academy EIPs (CEIP and EIP) derived from robust cluster and academy self-evaluation.
- To have a secure knowledge of the context and needs of each academy community when considering educational changes and their impact.
- To explore opportunities which will improve the learning, progress and educational environment for all children and students, both now and in the future.
- To ensure an accurate and robust evaluation of each academy's performance and next steps.
- To deploy a range of resources, including human resources and financial, to achieve each AIP in accordance with our strategic vision.
- To ensure standards improve in all cluster academies.
- To ensure teaching quality is at least consistently good in all cluster academies and continuously improves
- To report to REDs on the cluster's key strengths, issues, progress, impact and priorities.



**The Queen Elizabeth  
Academy**



# 04. Job Description



## Principal, The Queen Elizabeth Academy

The Principal will work strategically to lead and develop The Queen Elizabeth Academy, supporting it on its mission to become Outstanding. The post-holder will build on the academy's current strengths and drive forward areas of improvement; working closely with the Executive Principal to improve all aspects of student achievement, experience, learning, teaching and performance of the academy as a whole. The Principal will embody and add value to the mission and sense of purpose for the academy and vision for the wider Trust.

In addition, the Principal will manage the organisation in accordance with the current school Teachers pay and conditions document, the policies of the Local Academy Committee (including its annual budget) applicable legislation and the policies of the sponsor Academy Transformation Trust. The Principal, working with the Local Academy Committee, will develop a strategic view of the academy and its community, and analyse and plan for its future needs and developments.

### Key responsibilities are:

- > to embrace our vision
- > to establish a culture that promotes excellence, equality, high expectations and aspirations of all pupils in our care
- > to continue to develop a culture and systems which ensure that safeguarding and child protection are of the highest priority
- > to work alongside the Local Academy Committee and Trustees in developing and evolving all academy policies and procedures
- > to ensure that pupils are offered world class 21st century learning opportunities
- > to ensure that the vision detailed in the education brief of the academy becomes and remains a reality
- > to continue to develop effective relationships with local schools, further and higher education establishments
- > to promote and maintain links with business, the community, families and the local environment
- > to be responsible for the overall management of all academy resourcing
- > to support the development of our family of academies.

Candidates must have substantial experience in a leadership position within secondary education and have QTS.



# Specific Responsibilities

## The Principal will ensure that:

- > they work collaboratively with leaders and our academies to enhance the whole network
- > establish a culture of high expectations and aspirations so that all pupils are able to achieve their potential and the academy secures high attainment for all
- > there is commitment to promoting learning at every level and exploring the development of strategies and techniques including technologies
- > continue to transform the quality of teaching and learning so that all pupils consistently make progress which is better than pupils nationally
- > ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
- > maintain and enhance best practice as an academy which works with and for its community.

## Pupils

- > pupils are always engaged in safe and healthy educational activities in an environment that is rich and colourful and designed to promote enjoyment and excitement in learning
- > the progress of the academy's pupils is monitored and recorded in such a way that, at each stage of development, sufficient information is available to make the most accurate and appropriate decisions concerning individual pupils and thus provide them with personalised support
- > pupils receive efficient, effective and appropriate education according to their individual needs and abilities
- > the behaviour management policy of the academy is implemented
- > the academy is committed to a strong character education provision

## Curriculum

- > there is a core curriculum that is broad and balanced
- > the academy takes account of local and national initiatives and policies relevant to teaching and learning
- > there is a commitment to promoting learning at every level and exploring the development of new strategies and techniques, including technologies
- > there is the use of the latest environmentally sound technology in all aspects of the work of the academy
- > there is the development of an inclusive approach, which is supportive and reflects the core values of the academy, making it a place where all young people will feel welcome and where their individual needs will be met
- > there is an enquiry and active learning orientated curriculum to develop pupil self-worth, confidence and self-esteem
- > there is a curriculum model which is appropriate for all pupils.



## 04. Job Description

### Ethos

- > our vision to provide the best quality teaching with cutting edge techniques, including the latest technology so that learning is challenging and engaging
- > an environment where we have high expectations of every child regardless of context
- > we believe that every child matters and our aim is to get to know every child as an individual and unlock their potential.

### > Staff

- > support all members of staff in the performance of their work by providing clear expectations and guidance, encouraging responsibility in their own management and valuing each individual's contribution and responsibility
- > implement our policies, providing guidance, support and training to ensure all members of the academy's staff are held to account, thus ensuring a positive framework for staff development and achievement
- > ensure that there are clear procedures for recruitment and retention of staff and that these comply with 'best practice' and all legal requirements
- > ensure that staff are responsible for promoting and safeguarding the welfare of children for whom they are responsible or with whom they come into contact
- > support staff development to enable all staff to achieve their professional potential.

### Finance and Resource Management

- > Manage a budget for the academy in partnership with our Finance and Operations teams, agreeing priorities for expenditure, allocating funds and ensuring effective administration and control, determining long term and short term budgets
- > develop a culture for bidding for appropriate external funding
- > manage and organise both accommodation and resources efficiently and effectively to ensure that they meet the needs of the curriculum and health and safety regulations.

### Parents/Carers

- > ensure all parents/carers are given regular information about the progress of their children, the curriculum and other matters affecting the academy
- > encourage family involvement in, and support, for the academy, including access to any extended services, extra-curricular opportunities, homework and other educational visits
- > maintain a high profile within the local community, developing the academy as an integral part of the locality.

## 04. Job Description

### Other

- > Maintain links with organisations representing staff
- > Liaise as necessary with other recognised bodies or agencies in the furtherance of the academy's needs or those of any child, employee or parent/carer.



# 05. Person Specification

## Principal, The Queen Elizabeth Academy



### Key responsibilities

At the academy, we strive to achieve excellence and to be judged an outstanding academy. In order to maintain the high standards and build on success of the academy, you will need to:

- > establish a culture of high expectations and aspiration so that all pupils are able to achieve their potential and the academy secures high attainment for all
- > continue to transform the quality of teaching and learning so that all pupils consistently make progress which is better than pupils nationally
- > ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
- > take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
- > maintain and enhance best practice as an academy which works with and for its community.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"><li>• holds NPQH or evidence of further study in education</li><li>• has qualified teacher status</li><li>• held variety of roles and responsibilities with leadership experience</li></ul>	<ul style="list-style-type: none"><li>• undergone safer recruitment training</li><li>• evidence of recent and relevant continuing professional development, including in leadership and management</li></ul>
Experience of	<ul style="list-style-type: none"><li>• experience of deputy headship or substantial experience of senior leadership</li><li>• substantial, successful and varied teaching across the secondary age range</li><li>• working with children with a variety of needs</li><li>• linking with statutory agencies</li></ul>	<ul style="list-style-type: none"><li>• experience of headship</li></ul>

## 05. Person Specification

	Essential	Desirable
Safeguarding	<ul style="list-style-type: none"> <li>• displays commitment to the protection and safeguarding of children and young people</li> <li>• has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</li> <li>• will co-operate and work with relevant agencies to protect children</li> </ul>	<ul style="list-style-type: none"> <li>• holds training and qualification for 'designated child protection'</li> </ul>
Shaping the future	<ul style="list-style-type: none"> <li>• can think strategically and build on a coherent vision for an inclusive academy</li> <li>• can ensure creativity, innovation and use of appropriate technologies to ensure the academy 'achieves excellence'</li> <li>• will ensure the vision, with the sponsor Academy Transformation Trust, is clearly articulated, shared and implemented in a range of compelling ways</li> <li>• can motivate and enthuse all staff in the development of the academy</li> <li>• can lead and respond effectively to change and challenge</li> </ul>	<ul style="list-style-type: none"> <li>• has had significant experience, within a secondary school / academy and bringing about effective school improvement</li> </ul>
Leading, Learning and Teaching	<ul style="list-style-type: none"> <li>• demonstrates excellent understanding of the principles of effective teaching and learning in all phases</li> <li>• has excellent and current knowledge of all curriculum requirements and can implement, monitor and support these effectively</li> <li>• can articulate characteristics of outstanding teaching and learning for pupils of all abilities</li> <li>• can take a strategic role in the development of new and emerging technologies to enhance and extend the learning of all students</li> <li>• has a successful, proven track record of monitoring, evaluating and improving the quality of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• has a track record of securing high standards and at least good progress for all pupils</li> <li>• is an outstanding classroom practitioner within secondary education</li> <li>• has a track record that demonstrates the very best quality of teaching and learning for all pupil groups including SEND and vulnerable pupils</li> <li>• has a proven track record in setting challenging targets, monitoring and evaluating effectively to challenge poor performance and celebrate success</li> </ul>

## 05. Person Specification

	<ul style="list-style-type: none"> <li>• has an excellent understanding of assessment and how it can be used to improve pupil progress</li> <li>• is committed to continuous learning for all members of the academy community including professional development</li> <li>• is able to design and manage the whole secondary curriculum</li> </ul>	
Developing self and working with others	<ul style="list-style-type: none"> <li>• can develop and maintain effective strategies and procedures for staff induction, professional development and performance review</li> <li>• can ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities</li> <li>• develop and maintain a culture of high expectation for self and for others</li> <li>• review own practice, set personal targets and take responsibilities for personal development</li> <li>• manage own workload and that of others to allow appropriate work/life balance.</li> </ul>	<ul style="list-style-type: none"> <li>• can demonstrate a proven track record of developing self within an educational context</li> </ul>
Managing the organisation	<ul style="list-style-type: none"> <li>• has the ability to articulate and communicate the vision and values that make the academy unique</li> <li>• has the ability to secure high levels of engagement from staff which enable excellent pupil achievement</li> <li>• has the enthusiasm to take the academy forward through a process of change, development and on-going improvement which is based on critical evaluation, sound planning and challenging targets</li> <li>• has the ability to facilitate the successful development of the academy site</li> <li>• has the experience of recruiting, selecting and interviewing staff</li> </ul>	<ul style="list-style-type: none"> <li>• has a proven track record in understanding and applying the principles of academy financial management and planning</li> <li>• has a proven track record in demonstrating best value</li> </ul>

## 05. Person Specification

	Essential	Desirable
Securing accountability	<ul style="list-style-type: none"> <li>• can maintain an effective working relationship with the Local Academy Committee to enable them to meet their statutory responsibilities for learning, teaching and standards</li> <li>• is committed to making the academy effectively work towards the academic, spiritual, moral, social, emotional and cultural development of its pupils</li> <li>• is committed to regular, rigorous self-evaluation and can address under performance promptly to bring about improvement and progress relating to all pupils</li> <li>• can ensure statutory responsibilities in health and safety and safeguarding are fulfilled</li> <li>• has experience of using evidence including external performance data to maintain and improve academy performance</li> <li>• can ensure that all individual staff accountabilities are clearly defined, understood and reviewed with all staff held to account for their performance</li> </ul>	<ul style="list-style-type: none"> <li>• has a proven track record of presenting all aspects of academy performance to a range of audiences including Governors, parents and wider community</li> </ul>
Strengthening community	<ul style="list-style-type: none"> <li>• significant experience of working effectively with parents/carers and the local community</li> <li>• is able to develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes</li> <li>• can communicate persuasively and sensitively the ethos of the academy and values of the sponsor, Academy Transformation Trust to the local community</li> <li>• committed to community provision</li> </ul>	<ul style="list-style-type: none"> <li>• has a proven track record in building and maintaining effective relationships with all members of the academy community to enrich learning</li> </ul>

# 06. How to apply



## The Queen Elizabeth Academy, Atherstone, Warwickshire

### Salary:

Competitive

### Closing date:

Monday 16<sup>th</sup> December 2019, 9am

### Interviews:

Week beginning 16<sup>th</sup> December 2019

### Start Date:

20<sup>th</sup> April 2020

### Visits to the school:

For further information about the role and the academy, or if applicants wish to visit prior to completing their application, please contact the academy on 01827 712477 or [info@tqea.org.uk](mailto:info@tqea.org.uk)

### Applying

Please apply by visiting:

<https://www.academytransformationtrust.co.uk/vacancies>







## *#TransformingLives*

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