



The Sutton Academy



Recruitment Pack



Together Students Achieve

Welcome from the Principal

Thank you for your interest in this post. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website www.thesuttonacademy.org.uk or alternatively contact vacancies@thesuttonacademy.org.uk.

The Sutton Academy opened in September 2010 and is on a successful improvement journey having recently received an excellent 'good' judgement, the first in its history, and securing its best ever results in 2022.

We have a clear vision at the academy for students to achieve in all areas of academy life whilst nurturing their talents and passions. The academy ethos is built around the highest expectations of all and we see it as our duty to ensure that students have the best life chances possible; leaving the academy well prepared to take their place in the world. We strive for the best possible levels of achievement for all our students and are committed to providing the highest standards of teaching and learning. In return we have very clear expectations of student behaviour and commitment to learning.

Our students benefit from a modern learning environment with outstanding facilities. This helps to create a vibrant and positive learning community which is friendly, caring and purposeful.

We are aspirational for our students and see it as our duty to ensure they leave the academy as confident and responsible adults who are empowered to make real choices in their lives.

Paul Willerton



Principal



Why Choose Us?

If you choose to apply to work at The Sutton Academy it is because you are motivated to work within a supportive, collaborative and dynamic team which consistently strives to achieve the best outcomes for our students. We believe in providing opportunities for all- both staff and students. Our expectations are high for everyone within our community, recognising the fact that only through this teamwork can we all achieve our aspirational goals. Staff come to work to teach lessons that equip students with the powerful knowledge needed to succeed in whatever they choose to do. Parents choose our school because of the expectations we have of ourselves and our willingness to go above and beyond for everyone within our community. We also extend the high expectations that we place upon ourselves as professionals, to our students, whether it be with their progress, uniform or behaviour throughout the school and community.

If you are looking for a school that will challenge whilst supporting you, then our CPD package will ensure you develop your skills, whether it be in the classroom or as a leader influencing colleagues.

The Culture at The Sutton Academy

At the Sutton Academy, we believe that:

- Staff should be supported through rigorous systems and valuable CPD to complete their role to the best of their ability.
- Better Never Stops!
- All staff, regardless of role or experience are entitled to develop and improve.
- Every student deserves a champion.
- All students, regardless of background, are entitled to an outstanding quality of education.
- A strong evidence base should be used to determine the highest leverage actions to take in order to improve the outcomes for our students.
- Feedback is a gift and is essential in our journey for improvement.
- Every student has the potential to achieve.
- Hard work is a necessary element of success.

Why work at The Sutton Academy

“I couldn’t have chosen a better place to begin my teaching career, I cannot image a workplace where I could feel more supported, encouraged and appreciated. Reading about TSA online I had a strong idea it was where I wanted to work and my interview day confirmed this completely. Meeting the friendly and approachable staff coupled with the bright, vibrant pupils I was sure this was the place for me. As an NQT I have been offered fantastic support and weekly training to encourage my development as a teacher.” - English ECT

“The coaching sessions are brilliant. It allowed me to gain insightful feedback on my progress as a teacher in a less pressure environment. They are concise and constructive with feedback and provide helpful techniques to bring into my practice.

My meeting with my curriculum mentor was, for lack of better words, "a god send". They always gave me constructive feedback, introduced me in different approaches within the classroom and helped me implement them.” - Maths RQT

“Support was always available not just from mentors, but also from Head of departments and Key stage coordinators. The help from the infrastructure within the academy was incredible!”

- Maths RQT

“After working in a number of schools in my career I have never met such an ambitious, driven cohort of staff who invest so heavily on not only the academic progress of students but also their pastoral wellbeing. Staff at The Sutton Academy are forward thinking and conscientious in ensuring that they offer students engaging and challenging tasks to support their understanding and retention of knowledge. The ethos at the academy encourages staff to work collaboratively across subjects to ensure the best practice is shared and celebrated. The coaching method used to develop staff has been widely successful and allowed us to adopt an open-door approach. Working with both staff and students at the Sutton academy is highly rewarding and every day is a pleasure.” - Curriculum Leader Art

“The Academy puts staff development as one of its key drivers for school improvement – our internal coaching system really reinforces this and allows staff to focus on areas that they want to improve in the most. In the three years I have been at the Academy the CPD provision has been excellent – evidence informed and professionally challenging. As a middle leader I have been fully supported in my role and the regular line management meetings have helped to guide and steer the direction I have wanted to move the Faculty in; there is a clear culture of “better never stops”. The robust daily systems in place help to maintain our high expectations and this means teachers are able to focus on teaching high quality lessons and improving student learning. I think the mark of an excellent school is, “would I send my own children here?” – absolutely!”

- Faculty Leader internally promoted to Academy Leadership team

Vision

At The Sutton Academy, we are resolute in our belief that schools make a difference. Lives, and the communities they serve, are transformed by them. Every child deserves the right to a world-class education; it is our core purpose to raise aspirations and improve outcomes for all. By creating a culture of the highest expectations, every student at The Sutton Academy is successful.

Our work at the academy is underpinned by our desire for:

- Students to achieve to the best of their ability through an ethos of high standards
- Parents to send their children to the academy knowing they will be successful, cared for and enthused
- Staff to be challenged and supported to develop to their full potential to make a difference every day

We want our students to fulfil their aspirations and make a positive contribution to society. Our role as educators is to ensure the students leave us with:

- Powerful knowledge, vocabulary and a wealth of cultural capital
- Qualifications which enable them to take control of the next stages of their life
- The four core academy virtues: kind, reflective, resilient and part of a community.

The Sutton Academy is driven to provide:

- A culture where every child is cared for and encouraged to grow
- The highest standards of behaviour and mutual respect
- A knowledge-rich curriculum
- Highly effective evidence informed teaching
- A strong partnership with both parents/carers and students
- The best enrichment opportunities
- Staff who feel privileged to serve our community



We believe that it is our duty to develop, not only a young person's knowledge of the world, but also their character. We expect all of our students to grow into kind, reflective and resilient human beings who see themselves as members of a wider community.

We recognise that each and every one of us will require support and guidance to achieve such an ambitious goal. To that end, we will seek out every opportunity to promote these values as well as challenging and supporting those who, on occasion, fall short.

We are not interested in rewarding certain behaviours, actions or attainment as an end in themselves; instead, we are passionate about rewarding the development of dispositions and habits which will lead our young people to live more fulfilling and positive lives.

The academy values are designed in a way so that everyone can demonstrate and cultivate them through practice and support; every one of our students has the ability to become the type of person we believe they can and should be.

At The Sutton Academy we recognise the integral role that our parents play in the development of their child's character and ultimately we are there to support them. To help with this, our parents will be alerted to their child's character development through messages relaying when a teacher has identified a value being shown or a missed opportunity to do so.



KIND



REFLECTIVE



RESILIENT



PART OF
A COMMUNITY

Results

	2019	2022
Attainment 8	43.96	48.09
Progress 8 (Sisra Data collab)	-0.21	+0.29
Basic 9-5 (Maths and English)	30.9%	47.9%
Basic 9-4 (Maths and English)	57.6%	67.1%
Ebacc (strong pass / standard pass)	8.3%/16.6%	16.4%/24.4%
Maths progress (Sisra Data collab)		
	-0.74	+0.25
English progress (Sisra Data collab)		
	-0.07	+0.26
Ebacc (Sisra Data collab)		
	-0.55	-0.01
Open (Sisra Data collab)		
	+0.36	+0.61

Learning at The Sutton Academy

Teaching and Learning is at the heart of The Sutton Academy. All students at The Sutton Academy, whatever their ability, need or starting point will receive the highest quality teaching and learning throughout the curriculum so they can achieve their potential and beyond. The Sutton Academy will never stop trying to improve student achievement by improving the quality of teaching and learning.

Therefore we are fully committed to:

1. Providing a supportive and collaborative approach to improving pedagogy across the Academy.
2. Developing and sharing best practice through a range of different methods.
3. Celebrating excellence and addressing under performance in the quality of teaching.

We ensure all students can achieve their best, placing great emphasis on an orderly learning environment where students feel safe and high expectations are the norm. Our lessons are challenging, engaging and inspiring. Our students actively work together and independently enabling them to make good progress.

We have a highly skilled and dedicated team of teachers here at The Sutton Academy. They plan lessons very carefully to meet the needs of individual children. They believe in every student, have the highest expectations and challenge all students to achieve their best.

The curriculum is designed to create learning pathways that meet the aspirations, talents and needs for each individual and blends the traditional with the creative. Key Stage 3 (Years 7,8 & 9) is designed to accelerate learning and progress, developing learners who have the knowledge, skills and enquiring minds needed to achieve to their full potential in Key Stage 4. The national curriculum is followed ensuring a broad and balanced range of subjects with an emphasis on developing literacy and numeracy.

Our Key Stage 4 programme, studied in Years 10 and 11, offers an extensive choice of options, including a full range of academic GCSEs and English Baccalaureate subjects. Students are taught in groups arranged by need and ability, based upon rigorous analysis of a range of available data. This enables staff to stretch and support all students to help them achieve exceptional progress.

Our Sixth Form provision offers continuity from Year 11 with clear progression pathways to further study. We offer a wide range of academic and vocational courses, with students able to choose a blend of qualifications to suit their aspirations. The curriculum is built with our students' aspirations in mind, giving students the opportunity to study complementary qualifications preparing them for future careers in a variety of different settings such as STEM or Clinical Care. Students who wish to opt to study a more diverse range of subjects are able to do so.

At The Sutton Academy we believe enrichment is an entitlement and we expect all students to attend our extensive range of activities.

In addition to trips, residential excursions and international opportunities, there is a menu of activities that take place at lunchtime and after lessons as well as during holidays.

Enrichment offers students the opportunity to develop new interests, become more knowledgeable and skilled in an area boost self-confidence, and benefit from doing something away from the pressure of passing examinations.

The objective of enrichment is to

- * Widen students' intellectual experiences
- * Improve independent learning skills
- * Develop love of learning
- * Offer students the opportunity to pursue their talents and interests
- * Have fun and relax.

What others say about The Sutton Academy

'Teachers ask for our opinion and act on our advice – "Together Students Achieve" was my idea'
– Year 8 student.

'Very young, passionate and motivated staff who seem to go above and beyond.' – Year 11 parent.

'I am amazed at the number of enrichment opportunities my daughter has been given since joining The Sutton Academy. She loved performing at the final of The Four Nations Rugby at Anfield Stadium in Liverpool.' – Year 7 parent.

Leadership of teaching, learning and assessment is highly effective. Leaders have established a vibrant environment for improving teaching. Teachers greatly value the training that they undertake, which is carefully matched to the needs of individuals and groups of staff. Leaders have also ensured that the activities they undertake to monitor the effectiveness of teaching help staff to further develop teaching across the school.- Ofsted 2019

Pupils benefit from opportunities to take part in a rich and varied range of extra-curricular activities. Options include photography, choir and cheerleading. Leaders carefully monitor participation in these activities. Their records indicate that a large proportion of pupils, including those who are disadvantaged, regularly participate.- Ofsted 2019

The school's work to promote pupils' personal development and welfare is good. Pupils' personal development is given high priority. Pupils leave the school as well-rounded individuals who are well prepared for their futures.- Ofsted 2019

The Sutton Estates Team

The Estates Manager will play a pivotal role in ensuring that the academy site and key daily functions are always at an excellent standard. Working closely with the Director of Operations, the Estates Manager will coordinate the three academy Site Supervisors, whilst also liaising with the contracted Cleaning/Catering companies and their respective staff. The Estates Manager will also be the first point of contact for all external contractors employed by the academy.

Job Advert

Estates Manager	Salary:	NJC 26 - 28 (£32,909 - £34,723 per annum)
At present, The Sutton Academy has 1361 students aged 11-16 and 139 in the sixth form.	Employer:	The Sutton Academy
	Location:	St Helens, Merseyside
	Contract Type:	Full Time
	Start Date:	ASAP
	Closing Date:	12 noon, Friday 12 th May 2023
	Interview Date:	tbc

The Sutton Academy is seeking to appoint an Estates Manager to join our hardworking and committed team. The successful candidate will be joining a strong collaborative and cohesive department. We encourage applications with leadership potential, who will prosper in a forward thinking and innovative school environment.

The successful candidate will have substantial experience in an estates and facilities management role. Knowledge of Health & Safety regulations relating to estates function and previous experience of managing contractors is essential. An IOSHH qualification is desirable.

Applications should be returned to vacancies@thesuttonacademy.org.uk

This post is subject to satisfactory Disclosure & Barring Service (DBS) Enhanced Disclosure Certificate. The Sutton Academy is committed to equal opportunities. We are committed to safeguarding and promoting the welfare of children and young people; we expect all staff and volunteers to share this commitment.

Job Description

POST: Estates Manager

SALARY: NJC 29-32

RESPONSIBLE TO: Director of Operations

WORKING PATTERN: Full-time

KEY RELATIONSHIPS: Academy Leadership Team; Faculty Leader, relevant teaching and support staff; external agencies; parents; local community; sponsor

DISCLOSURE LEVEL: Enhanced

JOB PURPOSE:

- Work within the academy and take a lead role in ensuring high quality provision of estates services.
- The post holder will manage all aspects of the academy's properties including upkeep, care, maintenance, security, health and safety and facilities management in line with statutory and regulatory requirements.
- The post holder will undertake the management of refurbishments, expansions and other building advancements and support with bidding, developing, procuring and implementing building projects.
- The successful candidate will need to have experience in a property maintenance role and possess excellent administration, organisational and computer skills.
- The standard working week is 37 hours – actual work times will be planned in advance but will include occasional early starts/evenings so the ability to be flexible to meet operational needs is an essential requirement.

Estates and Facilities Management

- Contributing to the preparation of a strategic academy estates plan; to lead the implementation of these plans to deliver the objectives for the Academy.
- Assisting with the development of bids for capital funding opportunities.
- Developing and implementing building projects. Acting as project manager for authorised schemes, paying particular attention to regulatory requirements, quality, compliance with agreed specifications, timescales, safety and ensuring that value for money can be evidenced in all awarded contracts.
- Effective liaison on site with contractors involved in major projects and ensuring that procedures are effective at academy level in terms of academy staff/contractor liaison.
- Completion of annual maintenance inspections and condition surveys for the academy.
- Using the annual maintenance inspections and condition surveys, working with the facilities staff within the academy to develop and implement a planned maintenance programme for the academy's estate and assets.
- Ensuring that academy buildings are properly cleaned and the grounds are suitably maintained, using internal staff and external contractors as appropriate.
- Oversee the work of the Site Supervisors, leading on prioritisation of work across the academy and day to day deployment of the post holders.
- Proactive engagement and management of professional contractor services, to ensure that services

Job Description

are procured in line with academy financial/procurement regulations and the delivery of high quality and cost-efficient services, in line with contract specifications.

- Ensuring that all estates and facilities management systems, processes and practices are consistent across the academy.
- To be responsible for the Building Management System (BMS).
- Developing and ensuring implementation and maintaining of easily accessible and auditable records for asset maintenance and management, including records of inspections, maintenance requests, complaints, costs and repairs.
- Ensuring that accurate and detailed floor and site plans are kept and updated regularly and to maintain the property portfolio.
- Deploying the Site Supervisors to prioritised jobs within the academy.
- Ensuring first day sickness absence cover is provided by utilising academy estates staff.

Security/Health and Safety

- Ensuring that in all activities undertaken, the academy properly discharges its duties under its Health and Safety Policy; the Health & Safety at Work Act; COSHH regulations; and any other relevant statute, regulation or directive. Similarly, to ensure that contractors operate safely in accordance with these same statutes etc.
- Acting as the Academy Project Manager and responsible Health and Safety Coordinator for Construction Design Management projects. Also, to act as the Academy's Asbestos Control Manager and the Legionella Control and Health and Safety Manager.
- Ensuring that fire risk assessment and other statutory and non-statutory testing and inspections are completed in a timely manner and by staff/contractors who are appropriately qualified.
- Ensuring that all health and safety management systems, processes and practices are consistent across the academy.
- Co-ordinating and ensuring implementation of the Academy's responsibilities in relation to maintaining health and safety statutory documentation.
- Reviewing and developing existing and new policies in line with statutory requirements and managing any necessary consultation process.
- Ensuring that buildings are safe and secure at all times and adhere to both Health and Safety requirements and statutory Ofsted guidelines for the health and well-being of staff, students and visitors.
- Lead and manage all site and premises security. Assess security to ensure that appropriate responsive arrangements are developed and implemented to achieve comprehensive, safe, secure and appropriate access at all times.
- Ensure appropriate security patrols and site inspections to identify and report potential health and safety issues are carried out by Academy based site staff and that they respond to any security concerns.
- Establish, review and advise on Health and Safety/fire policies and procedures at the academy. Ensure adequate first aid provision is provided in the academy through liaison with academy based staff.

Budgets and Reporting

- Responsibilities for the management of the relevant budgets, ensuring all are expended in accordance with the requirements of the Academy's Financial Regulations.

Job Description

- Preparing reports for Principal, Governing Body and relevant external bodies (e.g. Health & Safety Executive, Ofsted) in all areas relating to the role, as and when required.
- Making recommendations when setting the budget regarding site needs.

Line Management

- Line management and day to day supervision of the three Site Supervisors.

Skills and Abilities

The postholder will be expected to demonstrate the following skills and abilities at all times during the discharge of their duties:

- Work on own initiative and to demonstrate the ability to solve unexpected or new problems in a methodical, efficient manner.
- Learn new skills and expand current skill set and to be able to pass on knowledge and techniques to others.
- Demonstrate good general interpersonal and communication skills.
- Deal with conflicting demands and work flexibly.

Whole Academy Responsibilities

- Be a positive influence on the climate and culture of the academy and show a positive example at all times.
- Model good management practice across the academy.
- Support the ethos of the academy.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc reporting all concerns to line manager.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

General

- This job description contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. All staff are expected to be flexible to ensure the most effective organisation and delivery of services.
- The duties and responsibilities of the post will evolve to meet changes in regulations, statutory requirements or the natural development of the academy. Such changes are, therefore, a normal part of the post and the post holder must be prepared to undertake any other duties commensurate with the general level of responsibility of the post which may be determined from time to time subject to the proviso that any permanent, substantial changes shall be incorporated into the job description and evaluated as such.

Person Specification

The Academy exists to provide a rich and balanced educational environment which caters for the whole person- academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will seek to raise aspirations, unlock potential and work to achieve excellence. By encouraging a 'can do' culture we will nurture confident and competent people

	Essential	Desirable
Qualifications		<ul style="list-style-type: none"> IOSHH qualification
Experience, skills and knowledge	<ul style="list-style-type: none"> Substantial experience in an estates and facilities management role High academic standard of general education plus a relevant technical qualification and relevant work experience across a similar technical or specialist area. Includes a full understanding of operational practices and procedures of the area(s) being supported and a broad understanding of statutory and legislative guidelines. In depth knowledge of a range of procedures for providing operational management and oversight of the premises and its sites including security, budget monitoring and health and safety, risk assessments, planning applications, supervision and management of staff, CDM regulations. Experience of using a Building Management System (BMS). Knowledge of Health & Safety regulations relating to Estates function Strong project management experience Experience of formulating and managing planned maintenance activities Previous experience of managing contractors Previous experience of working with CDM Well-developed planning, organisational and budget management skills Ability to use initiative and problem solving skills To understand and be able to lead staff through change Ability to work with people to motivate, enthuse and inspire colleagues Ability to delegate and hold others to account Familiarity with Microsoft Office applications and the ability to acquire and update skills as the software packages develop The ability to assess IT based and other solutions and implement them in order to secure improvements in working practices 	
Personal qualities	<ul style="list-style-type: none"> A flexible attitude towards the role, duties and hours Committed to the aims of The Sutton Academy Understanding the distinctive nature and ethos of the academy Clear view of what high standards and performance looks like 	



The Sutton Academy

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