



The **St Lawrence** Academy

Application Pack

Senior Leader for Learning and Progress

The St Lawrence Academy
Scunthorpe
DN15 7DF





Contents

1. Copy of the Advertisement
2. The St Lawrence Academy Staffing Structure January 2018
3. Welcome Letter from the Chair of Trustees, Martin Monks
4. Job Description and Person Specification
5. Academy Location
6. Living in North Lincolnshire
7. How to Apply



Senior Leader for Learning and Progress Required for Spring 2017 Salary Range L8 – L12 (£46,799 - £51,639)

Can you continue the journey from Good to Great?

The St Lawrence Academy is a small-oversubscribed academy for 11-16 year old boys and girls of all abilities, we currently have a roll of 750. We serve a diverse community in Scunthorpe, North Lincolnshire. Ofsted stated that we continue to be a good academy (June 2016). Our recent SIAMs inspection (April 2016) rated us as outstanding in all areas. We are an inclusive academy striving to meet the needs of all our learners in our caring environment. We welcome students from all backgrounds and faiths, regardless of ability. We are sponsored by the Diocese of Lincoln and have a strong Christian ethos and we are an equal opportunities employer.

We are looking for a person who:

- Is an experienced leader in a secondary setting
- Has a successful record of raising attainment and achievement
- Has experience, or a good understanding of working in a diverse community
- Is able to motivate those around them with their commitment to excellence in learning and progress
- Has strong analytical and problem solving skills and the ability to make informed judgements
- Can inspire and lead change as well as ensuring that outcomes are met
- Will promote and sustain our Christian principles

What we can offer you is:

- An inclusive and inspirational environment
- A supportive and engaged leadership team
- An outstanding community of staff, trustees and parents/carers
- Superb resources and facilities with secure and stable finances

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to enhanced DBS checks and satisfactory references, including your suitability to work with children. Applications will only be considered from individual applicants on the academy application form, and not via CV alone, or agencies.

For more details about the academy and an application pack please see our website at www.tsla.co.uk

To apply please submit your completed application form, together with your formal letter of application to Lorna Johnson, PA to the Senior Leadership Team, to ljohnson@tsla.co.uk. For further information about this post, an in depth conversation or to arrange a school visit contact Sally Simpson, PA to the Principal, direct dial 01724 747311 or via email to ssimpson@tsla.co.uk.

Closing Date for applications is: Friday 17th November 2017 at 9am

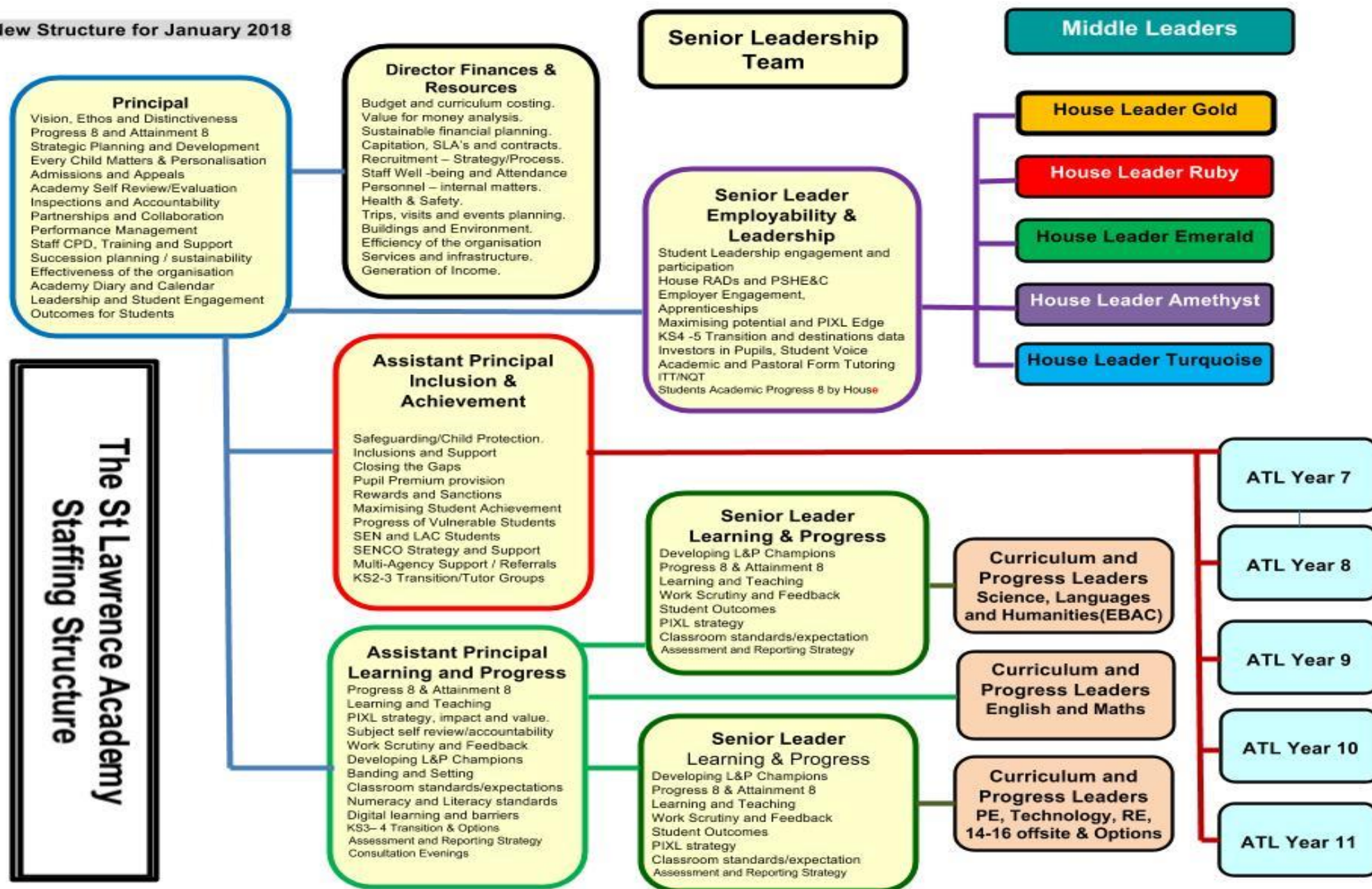
Interviews will take place: Week commencing 27th November 2017



The St Lawrence Academy



New Structure for January 2018





Welcome Letter from the Trustees

Dear Applicant

Many thanks for your interest in the post of Senior Leader for Learning and Progress here at The St Lawrence Academy. We are a Church of England sponsored Academy who successfully welcomes students of all faiths. We currently rejoice that in this multicultural part of Scunthorpe we have 44% of our students who we would identify as from other faith traditions.

Our Academy vision is underpinned by the Christian ethos with its core values of truth, justice, forgiveness, generosity and respect. These values are explicit and implicit in every aspect of Academy life. We believe that our Academy is a place where students and staff are able to realise their potential. We believe that this aspiration is achieved when the God-given dignity of each person in the community of the Academy is celebrated and respected. We believe that spirituality, in its broadest sense, should be a feature of the life of the Academy. We are an inclusive community offering a rich curriculum that enables our students to flourish. The evidence of this is in the outcomes our students achieve in and beyond the Academy.

As trustees we are keen to ensure that The St Lawrence Academy would be the place for you to help continue our journey from Good to Great.

The scope of this letter precludes us from celebrating with you all the details of our successes, and also of the journey yet to be undertaken. We strongly suggest that if you are interested in finding out more about us, you visit our website www.tsla.co.uk and contact Sally Simpson, PA to the Principal, (ssimpson@tsla.co.uk), to arrange a visit. We look forward to hearing from you.

Yours sincerely

Martin Monks (Chair of Trustees)



Senior Leader Learning and Progress

Payscale: Leadership Spine (8-12)

Line Manager: Assistant Principal Learning and Progress

Key Responsibilities

Senior Leader Learning and Progress will have specific responsibility to:

- Have direct responsibility for the progress of students/subjects in an identified area of Progress 8. To track, monitor and evaluate the impact of this on the academy Attainment 8 and Progress 8 results.
- Lead on the academy progress data and target setting strategy with the Senior Manager for Curriculum and Standards, as well as providing CPD for all staff in this area as and when required.
- Lead on the analysis of progress data for curriculum areas, year groups and for individual students in order to develop systems and strategies with the Senior Manager for Curriculum and Standard that provide staff and students with up to date and usable progress and performance data from which to plan interventions.
- Coordinate any additional monitoring, support, challenge and/or intervention with Curriculum and Progress Leaders, especially those subjects/staff causing concern, including leading progress reviews and progress meetings.
- Ensure any additional monitoring, support, challenge and/or intervention going into the subjects and students is appropriately targeted and its impact is evaluated.
- As appropriate, raise any progress concerns with Curriculum Progress Leaders or SLT, analyse the causes and advise on the nature of any additional support and the level of intervention required.
- Work with the lead for work scrutiny, assessment, marking a feedback (Assistant Principal Learning and Progress) to allow Curriculum Progress Leaders to create, develop, implement and monitor new and robust subject specific marking and feedback policies and practices that meet the individual subject specific challenges of raising attainment and accelerating student progress.
- Report to the Assistant Principal for Learning and Progress and SLT on the progress of students and subjects and provide the necessary assurances to the Principal and Trustees on students progress in the academy.
- Take the lead for a key aspects of academy intervention, including the planning of the Year 11 intervention timetable and any wave 2 or 3 curriculum and timetable interventions required for Year 7-11 subjects and students. To lead, design and plan these curriculum and timetable changes with the other respective Senior Leader for Learning and Progress and the Senior Manager for Curriculum and Standards.
- To work with the Senior Manager for Curriculum and Standards and the respective other Senior Leader for Learning and Progress to plan and efficient, cost effective and personalised curriculum and timetable that best meets the needs of students.
- Providing an overview of the curriculum and its' development, transition opportunities and effectiveness in KS3-4, and to facilitate a personalised curriculum which supports all learners

- Overseeing the development of the curriculum and its delivery, through a well planned timetable, to create personalised learning pathways on an annual basis for the wide range of students the academy admits annually
- Contribute to the identification, celebration and sharing of best practice in curriculum areas and classrooms to develop a group of staff as Learning and Progress Champions who can help raise standards across the academy.
- Facilitate support and guide the work of Curriculum Progress Leaders and oversee their development work to track the progress of students within their subject area and implement intervention strategies to raise attainment. .
- Improve the effectiveness of learning and teaching across the academy, having high expectations, maintaining and evaluating outcomes and establishing a successful learning culture to enable students to make better than expected academic progress.
- To work with the lead on the PiXL strategy and provide a link between the PiXL organisation and the academy.
 - Promote, with energy and enthusiasm, PiXL resources in order to engage and motivate staff to realise the potential impact of PiXL on student learning and progress.
 - Role model the high quality use of PiXL resources in the classroom and in CPD for staff.
 - To cut workload for teachers by providing links to PiXL resources.
 - Support staff and enhance students learning and progress by developing an implementation strategy for PiXL consistently across the curriculum areas in academy.
 - To strategically plan the PiXL PPE examination windows and the academy examinations with the Senior Leader for Curriculum and Standards.
 - To support students to be able to track and celebrate the use of PiXL Apps.
 - To support Faculties/teachers in the use of “Smith Proformas” to develop our use of Wave 1 intervention.

The St Lawrence Academy Senior Leadership Team (SLT)

Qualities and Behaviours

- Articulating the values and a vision of Church Academy education for students and staff; working effectively with trustees to develop and promote this vision within a church academy context; demonstrating personal authenticity with respect to these aspects of leadership and being a role model for students, staff and Trustees.
- Having a holistic view of the world and embracing cultural diversity and welcome staff, students, carers, parents, Trustees and community members of all faiths and of no faith.
- Being socially adaptable in a variety of contexts and placing a high priority on being the respected public face of the academy.
- Endeavouring to build positive relationships with official visitors, parents, carers and members of the community.
- Having a passion for learning and for leadership in a Church Academy context and leading with spiritual, moral and emotional intelligence and a sense of vocation.
- Inspiring and developing trust and confidence in and across the leadership of the academy at all levels.
- Expressing with conviction and clarity the academy educational aims, values and purposes for the future success of the academy; ensuring that all members of the academy are provided with opportunities to achieve their potential by releasing their inherent capacity to improve and achieve their best; working hard to close the academic achievement gap.

- Mediating the thinking and practice of staff and pupils so that they understand the nature of transformational change and the raising of standards in a Church Academy context; ensuring a shared understanding of important words and phrases such as 'learning', 'inclusion', 'moral purpose', 'servant leadership' and being reflective as a leader.
- Constantly seeking to take the learning of students and staff to deeper levels; focusing on the equal importance of physical, moral, emotional and spiritual development; ensuring that religious education is given a high priority for all pupils, both within discrete RE and the broader curriculum.
- Valuing creativity and innovation; understanding change and the complexities involved in leading the organisation; being a good listener, open-minded and flexible.
- Possessing the leadership and management skills and the personal qualities to build strong relationships with all stakeholders, particularly students, parents/carers, staff and Trustees.
- Securing through the leadership, management and organisation of the academy a successful focus on: both strategic planning and operational effectiveness; both capacity-building and the short-term raising of standards; both teamwork and individual effort; both the celebration of what has already been achieved and the constant pursuit of further improvement.
- Celebrating the progress and successes of students and staff regularly; ensuring that thanksgiving, worship, reflection and prayer are core activities in the school.
- Working with determination, resilience and conviction to achieve long term goals; showing self-awareness and humility while working with the courage to make difficult decisions for the good of others.

Expectations and Standards.

- Personal commitment to a Church Academy way of life; being a role model for nurturing the distinctiveness of spirituality in the academy and its unique ethos.
- Demonstrating moral characteristics; working in ways that show trustworthiness, empathy, dignity, respect, generosity, compassion, justice, forgiveness and reconciliation.
- Courage, initiative and the ability to think and act independently; facing challenges including poor performance and to take difficult decisions.
- Self-awareness, authenticity and integrity; generate trust among all people and in all aspects of leadership.
- Excellent cognitive and analytical skills combined with high levels of emotional and spiritual intelligence; having good judgement particularly in complex and uncertain situations.
- Humility that recognises that leaders cannot do it all themselves and sometimes get things wrong; a lifelong learner in matters of faith and work.
- Resilience, patience and tenacity for sustained organisational and cultural change and to manage conflict and vulnerability successfully; holding fast to the truth and values.
- Energy, stamina and optimism that maintain a positive outlook even in the most demanding situations.

Inspiring to others; motivating them to do not just what is expected, but to go above and beyond the expected in order to positively influence and benefit the whole academy community.

Role Summary

Along with the Principal to work:

- The strategic direction and development of the academy
- Taking a leading role in developing a learning culture with high expectations in relation to the specific responsibilities
- Anticipating, planning and making provision for future demands
- Identifying the need for, and leading the process of innovation, change and improvement
- Resource and financial management
- Day to day management of the academy
- Ensuring that spiritual development plays a key role in everything the academy does to take forward the ethos and vision
- Developing open-mindedness, through the discovery of value and possibility beyond self
- Enabling personalisation for all students allowing them to manage their own learning and gain independence
- Fostering a culture of inclusion where all students, regardless of background, are welcomed and nurtured, and this commitment is underpinned by the academy's core Christian values of truth, justice, forgiveness, generosity and respect

Duties and Responsibilities

Shaping the Future

All Senior Leaders will work to create a shared vision and strategic plan which inspires and motivates students along with other members of the academy community

The Senior Leader will:

- Ensure the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all
- Work with the academy to translate the vision into agreed objectives and operational action and development plans which will promote and sustain the academy's improvement
- Demonstrate vision and values in everyday work and practice
- Motivate and work with others to create a positive climate
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensure that strategic planning and the academy's culture and curriculum take account of the diversity, values and experiences of the academy and community at large

Managing the Organisation

The Senior Leader will provide effective management of the academy and seek continuously to improve organisational structures based on self-evaluation

The Senior Leader will:

- Take responsibility for safeguarding and promoting the welfare of students, including implementation of relevant policies
- Create organisational structures which reflect the academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities
- Recruit, retain and deploy staff appropriately, in compliance with the academy's Safeguarding Policy and guidance on Safer Recruitment (Safer Recruitment training to be updated)
- Motivate, challenge and support colleagues in the performance of their duties through the appropriate monitoring and evaluation systems
- Encourage team working and contributions from all levels
- Manage and organise the academy's environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- Ensure the academy makes maximum use of technologies to effectively and efficiently manage and develop the academy

Developing Self and Working with Others

Effective communication and relationships are key to effective leadership. All the Senior Leaders need to build a professional positive learning community which enables others to achieve.

The Senior Leader will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive academy culture
- Build a collaborative positive learning culture within the academy and actively engage with other education establishments to build effective communities
- Develop and maintain effective strategies and procedures for professional development and performance management
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others
- Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account proactively feedback from others
- Manage own workload and that of others to allow an appropriate work/life balance

Securing Accountability

With our core values at the heart of our leadership, all Senior Leaders have a responsibility to the academy and are accountable to a range of groups, particularly students, parents/carers and Trustees

The Senior Leader will:

- Fulfill commitments arising from contractual accountability to the Trustees
- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Trustees (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective learning and teaching and improve standards of attainment and for achieving efficiency and value for money
- Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including Trustees, parents and carers

Strengthening Community

All Senior Leaders should engage with the internal and external partners to secure equity and collaborate strategically and operationally to bring positive benefits

The Senior Leader will:

- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Build a positive, appropriate culture and curriculum which takes account of the richness and diversity of the academy
- Ensure learning experiences for students are linked into and integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to enhance and enrich the academy and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other establishments and promoting innovative initiatives
- Co-operate and work with relevant agencies to safeguard children
- Promote the values of the academy as set out in our vision and ethos

Generic Responsibilities

- Ensuring implementation of the academy's policies and procedures
- Enactment of Health and Safety requirements and initiatives and appropriate
- At all times operating within the academy's Equal Opportunities framework
- Commitment and contribution to improving standards for students as appropriate
- Contributing to the maintenance of a caring and stimulating environment for students

Notes:

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use time in accordance with the Academy's needs as identified by the Principal/Line Manager.
3. This job description is not necessarily a comprehensive definition of the post. It will be revised at least once each year, but it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Job descriptions will be reviewed annually. Prepared by Mike Adnitt July 2017. Updated July 3rd 2017 3.42pm



Person Specification – Senior Leadership Team

| | <u>Essential</u> | <u>Desirable</u> | <u>How assessed*</u> |
|---|------------------|------------------|----------------------|
| QUALIFICATIONS | | | |
| DfE recognised qualified teacher status | ✓ | | AF/Cert |
| Evidence of recent relevant Continuing Professional Development | ✓ | | AF/Cert |
| Relevant postgraduate qualification | | ✓ | AF/Cert |
| KNOWLEDGE, UNDERSTANDING AND EXPERIENCE (UP TO DATE/CURRENT) | | | |
| A proven track record of successful leadership within a school/academy or within a department | ✓ | | AF/IV |
| Successful experience of raising attainment and achievement | ✓ | | AF/IV |
| Working productively with external partners and the local community | | ✓ | AF/IV |
| Successful teaching of students in the secondary phase | ✓ | | AF/IV |
| Knowledge and understanding of current issues and best practice including: <ul style="list-style-type: none"> • A clear educational vision • Comparative data and performance • Principles of effective teaching and assessment for learning • Strategies for fostering academy improvement • Safeguarding children and young people | ✓ | | AF/IV |
| PERSONAL AND PROFESSIONAL QUALITIES | | | |
| Strong personal motivation and drive | ✓ | | AF/IV |
| A positive approach to all aspects of academy life | ✓ | | AF/IV |
| Excellent communication skills | ✓ | | AF/IV |
| Commitment to staff's and own personal and professional development | ✓ | | AF/IV |
| Commitment to a broad based curriculum that engenders positive attitudes to lifelong learning and promotes personal, social, academic, physical, cultural and spiritual development | ✓ | | AF/IV |
| High order analytical and problem solving skills and the ability to make informed judgements | ✓ | | AF/IV |

* Key to how skills are assessed:

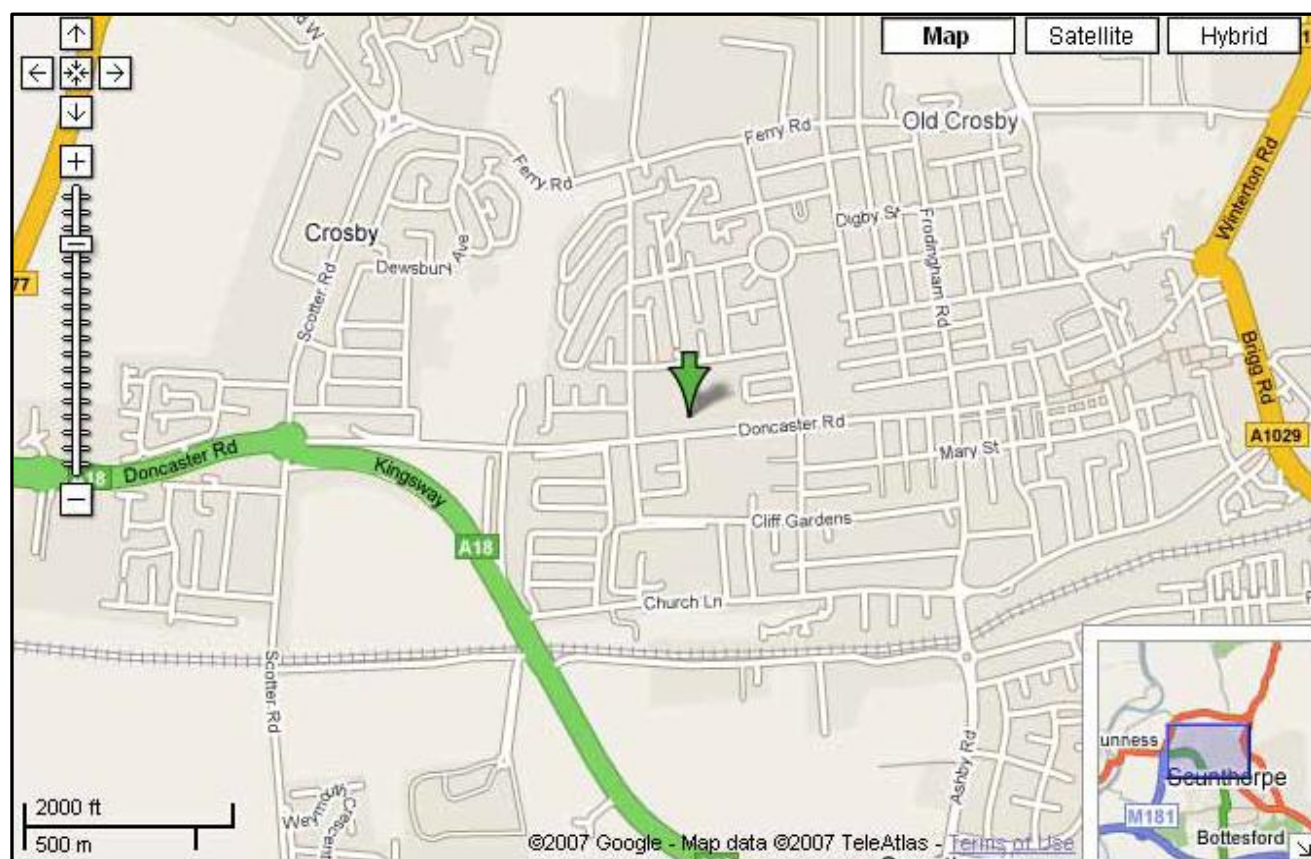
AF = Skill assessed via Application Form
AT = Skill assessed via desk exercise
interview

IV = Skill assessed via interview
Cert = Certificate/s checked at



Location for The St Lawrence Academy

Doncaster Road
SCUNTHORPE
North Lincolnshire
DN15 7DF





The St Lawrence Academy



Living in North Lincolnshire



Predominantly a rural area, North Lincolnshire is made up of a series of thriving historic markets towns surrounded by many small villages, hamlets and breath-taking countryside. In its centre is the bustling urban heart of Scunthorpe; this industrial garden town provides North Lincolnshire with its main focus for education, retail and industry. Homes in North Lincolnshire have remained affordable despite a staggering national rise.

Following millions of pounds of private sector investment over the past few years, Scunthorpe town centre has a vibrant mix of high street names and speciality boutiques. The town centre offers two main shopping precincts. The Parishes and The Foundry, independent retailers and a thriving general market as well as a multi-screen cinema, visual arts centre, an adjacent bus station and ample car parking.

Location

With excellent and uncongested motorways, you can reach North Lincolnshire quickly and easily. The M180 connects directly to the M18, which offers onward links to the M62, A1 and M1. The Humber Bridge is easily accessible, 17 miles away from Scunthorpe.



Scunthorpe is home to Scunthorpe United Football Club who are currently a top team in League One. The St Lawrence Academy is base for the Scunthorpe United Youth Squad who train in the academy grounds they also mentor and conduct workshops and projects with our students.





How To Apply

Closing date: Friday 17th November 2017 at 9am

Shortlisting: Week commencing 20th November 2017

Interviews: Week commencing 27th November 2017

Visits to the academy:

Candidates who wish to visit the academy prior to completing their application, or would like a professional conversation with the Principal, Mike Adnitt should contact the PA to the Principal, Sally Simpson, ssimpson@tsla.co.uk or call 01724 747311 in order to arrange a convenient time.

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post.

Person Specification

This specification sets out which criteria will be used to shortlist candidates for interview.

Applying

If you decide to apply for this post please download an application pack along with the Application Form from our website www.tsla.co.uk

We expect a formal letter of application (supporting statement), along with the Application Form, and it should be no longer than 3 sides of A4 and should address the selection criteria detailed in the Person Specification.

Please return your completed application to Lorna Johnson ljohnson@tsla.co.uk