



[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

Vice Principal Candidate Information

April 2019



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Ormiston NEW Academy
Marsh Lane, Fordhouses, Wolverhampton WV10 6SE

- 01902 623111
- info@onewa.co.uk
- www.onewa.co.uk

Letter from the Principal

As the Principal, I would like to extend a very warm welcome to you. Thank you for the interest you have shown in the position of Principal at Ormiston NEW Academy.

I hope the information pack will be helpful to you and convey exactly what we are looking for – an exceptional leader who shares our vision and is fully committed to excellence in all aspects of teaching and learning for the benefit of all our students and their families.

Ormiston NEW Academy is based in Fordhouses, Wolverhampton – three miles from the City Centre. The academy caters for 11-18 students with the majority of our students living in local communities – Fordhouses, Bushbury, Low Hill, Pendeford and Whitmore Reans. Our academy population is ethnically diverse with almost half of the students being White British. Of the 720 students on roll, there are roughly equal numbers of boys and girls. 42.8% of our students are eligible for the Pupil Premium. Just over 18% of our students have Special Educational Needs.

This is a fantastic time to join the vibrant and caring learning community at NEW. Our strong code of values aims for the academy to provide a calm and caring learning environment, with relationships based on mutual respect. We want our families to engage with the academy and our students to have a positive attitude towards their learning, with high levels of engagement and aspirations to lead a successful future.

Our academy provides a vibrant learning environment with first class facilities, which benefit our students, as well as the local community. The academy is privileged to have a dedicated sixth form building with facilities comparable to that of a University. Students are well supported in their learning, from when they join us at transition in Year 7, progressing all the way through to Year 13. As a staff, we are proud of the strong, positive relationships which exist between us and our families and this enables each student to benefit from the strong network of pastoral support provided at Ormiston NEW Academy.

Ormiston NEW Academy offers a wide range of extra-curricular activities including sports clubs and arts clubs, to cater for students' different hobbies and interests. All students are encouraged to get involved and find their passion through the whole school extra-curricular programme. Staff show their commitment to our students by providing a wide variety of enrichment opportunities, including a combined cadet force, the Duke of Edinburgh Award (DofE) Scheme and our own football academy which is available to students in the sixth form.

Ormiston NEW Academy is now on a journey of improvement to advance students' learning, progress and overall achievement. With this in mind we are looking for exceptional professionals to join our staff body who demonstrate the ability to achieve outstanding student outcomes and make a significant difference to the lives of the young people at the academy.

I hope you enjoy reading about Ormiston NEW Academy and if you feel you can deliver what we are looking for, please submit your application to reach us by **9am Tuesday 7 May**. We encourage you to contact us for an informal discussion about this role. Visits to the academy are also welcome. **Please see details in *How to Apply* on page 14.**

Julia Flavin, Principal

Our ethos and vision

The academy is a place where all are valued and welcome. Students are well presented, happy, purposeful, polite and respectful to each other, staff and visitors.

Our vision for the academy is to produce a harmonious community of confident students who are responsible, respectful, highly skilled and productive citizens. We want our students to develop a love for learning that will stay with them throughout their adult lives.

Academy staff place the needs of students first and are driven by the desire to improve on what they achieve. We want parents/carers to work in partnership with the academy to create the best opportunities for our young people.

Our vision is to help all students, irrespective of ability or special educational need, to succeed and be the best they can be. We want all our students to acquire good life skills, take pride in themselves, be confident and have high self-esteem. Through hard work and determination, we will ensure our students develop excellent employability skills that will enable them to be successful throughout their adult lives as responsible citizens in 21st Century Britain.

The academy is committed to the development of partnerships with parents, carers and the wider community.





Our values

Central to everything we do in the academy is our core value of **CARE**. There are four aspects to this:

- **Calm:** we are purposeful and recognise the need for courtesy and patience to ensure we do not disturb the work or play of others.
- **Aspiration:** achieve the very best by taking part fully in class, pride in our work and uniform, working to the best of our ability and setting our goals high.
- **Respect:** always speak to staff and other students with respect and dignity. Think carefully about our speech, actions and body language, so not to offend anyone in our school community
- **Engagement:** engaged in our learning and are committed to taking an active part in the life of the academy.

The academy is a place where all are valued and welcome in an atmosphere of mutual respect and tolerance. We place a high value on personal appearance, so our students are well presented, happy, confident learners who are polite to each other, staff and visitors.

Students are expected to do their best at all times, to be determined to succeed and not to give up. Our students must be persistent in their pursuit of excellence, through determination, resilience and grit.

We place great value on our partnership with parents/carers and our local community. We also work closely with our partner primary schools, local secondary schools and all OAT academies. We have a large number of business partners, who offer different opportunities and experiences for our students. Our extracurricular provision is growing all the time, enabling students to experience opportunities above and beyond the provision during the normal academy day.

Our sponsor

Ormiston Academies Trust (OAT) is one of the largest not-for-profit multi-academy trusts in England and multi-academy trusts run schools that give local children a great education.

The Trust educates 29,000 pupils across six English regions, in 30 secondary schools, 7 primary school and 1 special school, and is one of the longest established trusts and have been sponsoring academies since 2009. The mission is to become the Trust that makes the biggest difference, both inside and outside the classroom. It is also defined by three core purposes, which are to **TEACH** and **DEVELOP** pupils, which effect **CHANGE** so that schools can be created where no one is disadvantaged.

OAT has a central office in Birmingham and works closely with its academies throughout England, clustered into North, East, West and South regions. The senior team has a proven track record of designing and executing high-quality education at national, regional and institutional levels. This team is overseen by a board with a wealth of national experience and expertise in business and education policy-making, delivery, governance and finance.

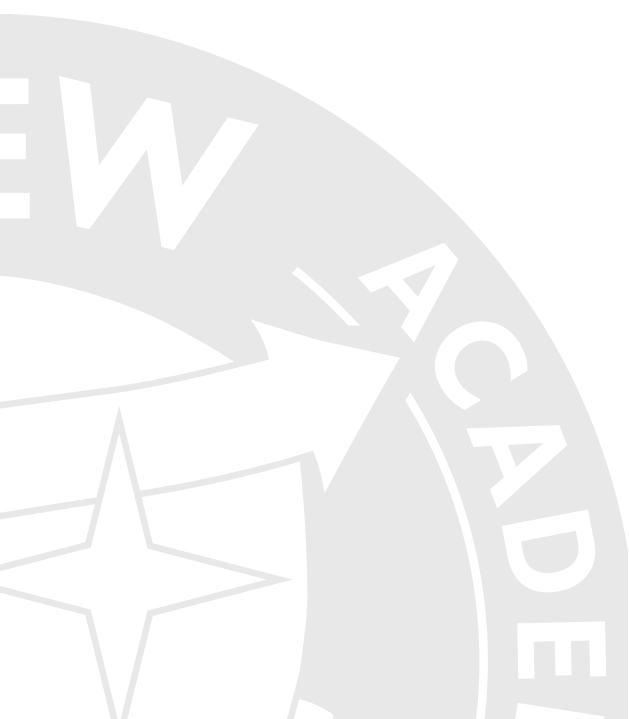
Strong and aspirational leadership is central to our academies' success, and OAT has always developed new leaders from within, with nearly a third of OAT academy leaders home grown. Additionally, to enhance the strength of our own talent, we recruit high-quality, external academy leaders with experience of raising aspirations, and ensuring the highest standards of performance and behaviour. OAT is also proud to have a number of academy leaders nationally recognised for their excellence, including National Leaders in Education.

Achievement is always locally led but regionally and nationally governed, encouraged and supported, and the OAT approach seeks to combine a highly specialised hub with inspirational regional and institutional leadership. Individual academy leaders are trusted to make decisions based on their expertise and knowledge of their school. The small and expert central team works closely with academy principals and local governing bodies directly through a wide network of regional and local advisors.

Principals' within the Trust benefit from private health care, extensive CPD opportunities and performance-related bonuses.

OAT is one of the leading academy sponsors in the country and is playing an increasingly significant role in the development and delivery of the education strategy nationally. With the school's academy status, successful applicants will be able to contribute to the further development of the network, as well as leadership of their own academy. OAT is part of Ormiston Trust, a national charity formed in 1969 to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives.

To find out more about OAT, please visit the website at www.ormistonacademiestrust.co.uk.



The OAT network



North

- 6 Ormiston Bolingbroke Academy
- 25 Ormiston Chadwick Academy
- 11 Ormiston Horizon Academy
- 18 Ormiston Ilkeston Enterprise Academy
- 10 Ormiston Maritime Academy
- 33 Ormiston Meridian Academy
- 29 Packmoor Ormiston Academy
- 7 Ormiston Sir Stanley Matthews Academy
- 16 Ormiston South Parade Academy

West

- 14 Ormiston Forge Academy
- 1 George Salter Academy
- 31 Ormiston NEW Academy
- 5 Ormiston Sandwell Community Academy
- 2 Ormiston Shelfield Community Academy
- 32 Ormiston SWB Academy
- 28 Tenbury High Ormiston Academy
- 21 Wodensborough Ormiston Academy

East

- 36 Broadland High Ormiston Academy
- 27 City of Norwich School, An Ormiston Academy
- 37 Ormiston Cliff Park Infant Academy
- 38 Ormiston Cliff Park Junior Academy
- 22 Cliff Park Ormiston Academy
- 17 Ormiston Denes Academy
- 30 Edward Worledge Ormiston Academy
- 13 Ormiston Endeavour Academy
- 34 Flegg High Ormiston Academy
- 23 Ormiston Herman Academy
- 19 Stoke High School – Ormiston Academy
- 15 Ormiston Sudbury Academy
- 35 Thomas Wolsey Ormiston Academy
- 8 Ormiston Venture Academy
- 9 Ormiston Victory Academy

South

- 3 Ormiston Bushfield Academy
- 26 Cowes Enterprise College, An Ormiston Academy
- 24 Ormiston Meadows Academy
- 4 Ormiston Park Academy
- 12 Ormiston Rivers Academy
- 20 Ormiston Six Villages Academy

Correct as of April 2019
Academies numbered by order of opening



Our student leadership

We would like to welcome you to Ormiston NEW Academy.

Throughout our journey at the academy, from Year 7 to 13, the staff ranging from teachers, support staff and the Leadership Team have been an integral part of our support network. Students have built strong relationships with staff and receive the support they need to fulfil their potential and achieve success. Staff work hard to tailor their teaching to the individual needs of the students, creating a personalised learning experience. The Leadership Team are able to support not only students but all of the staff to ensure the academy is committed to striving for every individual to achieve their potential. The house system has developed students' confidence, allowing students to interact, gain leadership skills and communicate with a wide range of students.

Student leadership opportunities are strongly encouraged and are important to both the students and the staff. As students, we are given a platform to play an active part in decisions, giving ideas and opinions to make the academy better for the benefit of our whole community. We have a variety of roles, including student council, house captains, head students, ambassadors and prefects. As a result, we feel we are empowered to make valuable contributions to events and changes at the academy.

The academy has allowed me to develop many life skills that will allow me to achieve later on in life. My confidence has increased since being a student at NEW. The variety of activities offered by the academy are diverse, ensure equal opportunities for all and provide a sense of belonging. All staff encourage and motivate students, promoting resilience and teamwork.

Student, Ormiston NEW Academy

Our community

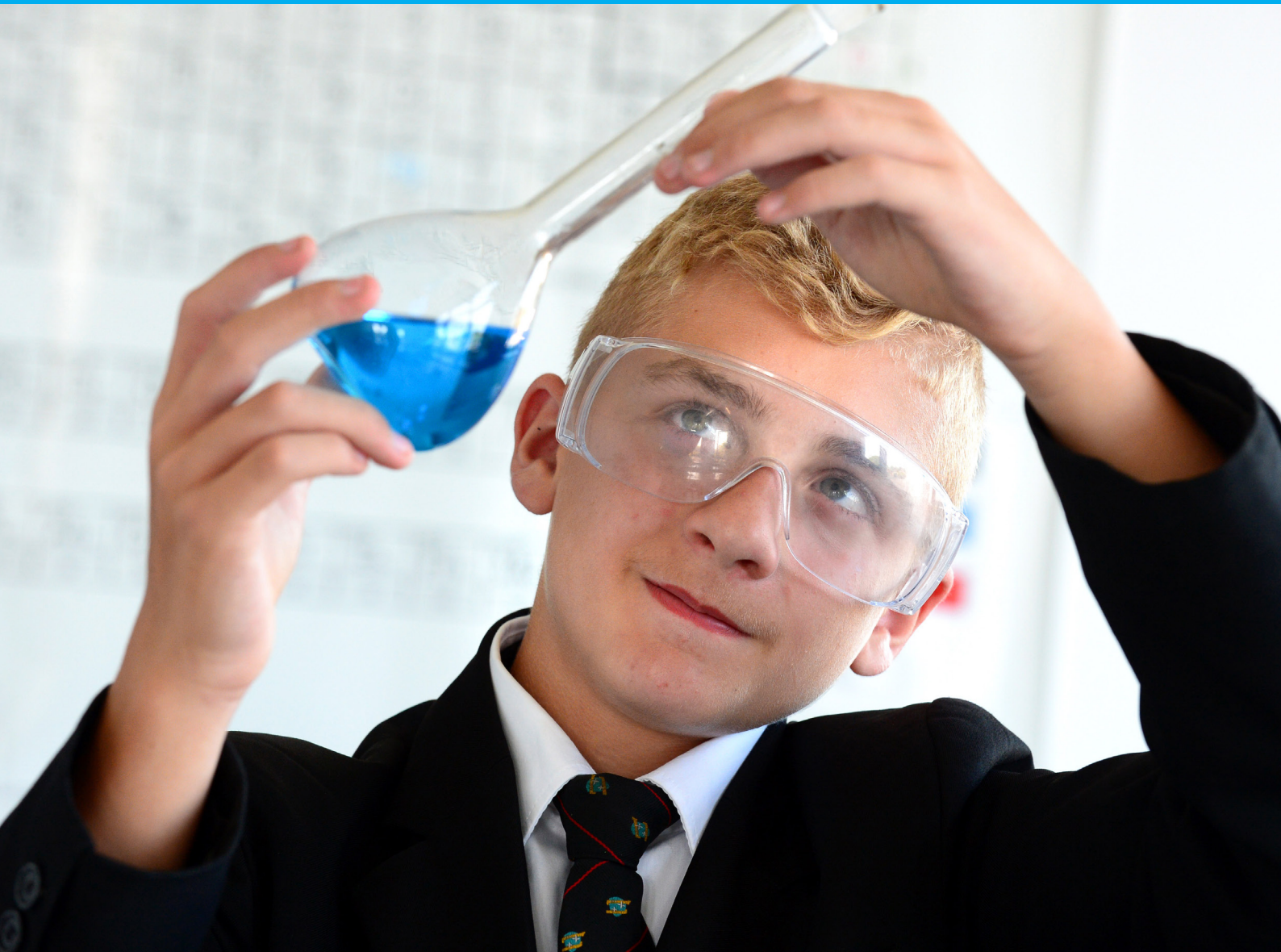
Ormiston NEW Academy is located in Fordhouses, Wolverhampton, three miles from the city centre. The academy serves local communities with the majority of students living within a two-mile radius of the academy.

Ormiston NEW academy joined the family of Ormiston academies in September 2017. Academisation took place in September 2010 when the academy was formed, with the merging of two local secondary schools in Wolverhampton; The Northcote School, Bushbury and Pendeford High School, Fordhouses.

The academy (previously known as North East Wolverhampton Academy) was originally located over both former school sites before relocating to a newly constructed and refurbished campus in September 2014 at the former Pendeford site on Marsh Lane.

Wolverhampton is now one of the most densely populated areas in England with a population of approximately 250,000 residents. Wolverhampton is an ethnically diverse City with a social composition predominantly working class. The economy of the city is mainly based on engineering, including a large aerospace industry, as well as the service sector.

For more information on the local area please visit: www.wolverhampton.gov.uk.



Job description

Job title: Vice Principal with responsibility for Inclusion, Behaviour, Safeguarding and Welfare

Employer: Ormiston Academies Trust

Location: Wolverhampton

Salary: L17 – 21 (£59,265 - £65,384)

Responsible to: Principal

Responsible for: All matters relating to behaviour, inclusion, safeguarding and interventions

Line manages: Raising Standards Leader, Heads of Year, Pastoral Officers, Attendance Team, Inclusion Manager

Purpose

- Under the direction of the Principal, to work on developing and delivering the aims of the Academy Development Plan, particularly relating to Inclusion, Behaviour, Safeguarding and Welfare.
- To be responsible for driving the raising standards agenda by working with SLT, Directors and Heads of Department, Raising Standards Leaders, Heads of Year, Pastoral Team, teachers and other stakeholders to ensure the highest levels of behaviour, inclusion and interventions.
- The post holder will drive our agenda to secure the highest levels of behaviour, inclusion, safeguarding and interventions and ensuring outstanding levels of pastoral care.
- The Vice Principal will be expected to deputise in the absence of the Principal and assist with the day-to-day running of the academy.

General leadership responsibilities

- To assist the Principal in shaping the vision and direction for the academy, setting out very high expectations and with a clear focus on student outcomes.
- To assist the Principal in all aspects of the day-to-day administration and organisation of the academy.
- To deputise for the Principal as and when required.
- To inspire, motivate and influence students and staff, taking a leading role in maintaining the highest possible standards of teaching, learning and behaviour.
- To play a significant role in formulating the Academy Development Plan (ADP) and the Self Evaluation Form (SEF) along with the Principal, Governors, Trust and other senior staff.
- To be a key participant in the recruitment process for new staff and ensure an effective induction process in line with academy procedures.
- To participate in and lead CPD.
- To provide support and guidance to academy leaders and other staff.
- To be a member of the Senior Leadership Team taking a corporate view of policy implementation and an appropriate share of the many and various tasks required of academy leaders.
- To ensure that all students across the full ability range have maximum support and opportunities to reach their full potential.
- To play a lead part in the community of the academy.
- Collaborate as a member of the Senior Leadership Team in order to build and realise the shared vision of excellence and high standards for all students.
- Maximise the effectiveness of all stakeholders in promoting an inclusive academy ethos.
- To play a major role in determining future strategy for the academy.
- Contribute, as appropriate with senior leaders, to training and the professional learning of staff (coaching and mentoring) with an emphasis on care, support, guidance, behaviour, attendance, inclusion and support all staff in achieving the priorities and targets of the academy.
- Support staff in developing a stimulating and challenging environment which secures effective learning and provides high standards of support for students and effective behaviour for learning.
- To attend leadership meetings as appropriate.
- To participate in duties lunch/break/before and after school.
- To ensure appraisal is rigorous, links clearly to the staff personal development and whole academy professional development and the academy's arrangements for threshold and performance related pay.
- To ensure that the work of the academy is informed by the views of all stakeholders using questionnaires and focus groups.

Leading and managing staff

- Motivate, support, challenge and develop staff to secure improvement.
- Maximise the contribution of staff to improve the quality of education provided.
- Develop effective and transformational leadership and management across the academy.
- Implement 'best practice' OAT performance management processes for teaching support staff.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

Specific responsibilities relating to Inclusion, Behaviour, Safeguarding and Welfare

- Have overall leadership responsibility for Student Behaviour, inclusion, safeguarding and welfare.
- Establish and lead a team of staff who are committed to ensuring the very highest standards of pastoral care within the academy so that all students can attend, engage and achieve.
- To fulfil the role of one of the two Deputy Designated Safeguarding Leads (DSL) across the academy and support the Designated Safeguarding Lead with all matters relating to Safeguarding and Child Protection.
- To develop the Personal Development curriculum to ensure it meets the needs of all students.
- Have up to date knowledge of legislation and initiatives relating to Safeguarding and Wellbeing.
- Lead strategies to improve attitudes to and behaviours for learning.
- Lead on monitoring and evaluating the impact of personal development, behaviour and welfare across the school.
- To work with the senior leaders responsible for SEND, Safeguarding and Alternative Provision to establish a seamless approach to pastoral care so that all students have the opportunity to thrive.
- To ensure all students with challenging behaviour are successfully engaged in learning
- Ensuring all staff share equally high expectations of all students.
- Ensuring all staff consistently follow policies in relation to behaviour for learning.
- To establish systems for tracking and monitoring the impact of interventions.
- To create and analyse student performance data across a range of indicators (progress, attainment, attitudes to learning & behaviour) to inform strategies and interventions to secure improvements against academy targets and national benchmark data.
- To ensure the Behaviour for Learning Policy and protocols are embedded and in place across the academy; consistency of use and application in every classroom.
- Promote, establish and monitor systems of Quality Assurance for Behaviour & Safety to ensure high expectations are set and met and best practice observed and implemented.
- Lead strategies to improve attitudes to and behaviours for learning.
- To be the strategic lead for identified teams within the academy (i.e. Pastoral) to ensure that all students, regardless of need, receive the highest level of provision to enable them to achieve their full potential.
- To develop and monitor behaviour improvement plans and interventions for identified vulnerable students which result in improved behaviour, engagement and progress and reduced sanctions/FTE.
- Lead and manage effective and appropriate alternative offsite educational provision.
- To be the strategic lead on all elements of pastoral care and safety in relation to behaviour and welfare
- To ensure the academy maintains very strong working relationships and practices in line with Inclusion Support, Exclusions Team, Behaviour Panel and other agencies.
- To develop processes and protocols which significantly reduce FTE and permanent exclusions in line with academy targets and local and national benchmarks/IDSR.
- To develop and implement a strategic action plan which will significantly reduce FTE for all students with a particular focus on SEND and disadvantaged students (and any other gap/trend which emerges).
- To develop, embed and monitor the impact of the rewards and consequences system.
- To represent the academy at Behaviour and Attendance Panels as appropriate.
- To ensure that policies, protocols and systems for recording searches, confiscation and physical interventions are in place and remain up to date. To further develop reporting systems using SIMS to demonstrate the impact of such practices and protocols.
- Develop an outstanding Student Voice programme.
- Promote a programme for Student Leadership and independent learning.
- To report to the Principal and Governors information about attitude to learning data as and when appropriate.
- To work closely with the IEB to ensure that behaviour panels are embedded in the academy QA calendar and there is a system of ½ termly reporting to key stakeholders in place.
- To develop and embed the practice of producing, monitoring and reviewing risk-assessments and behaviour improvement plans.
- To develop, embed and monitor systems for re-integration and intervention following FTE or internal consequences.

- To be the Designated Teacher for Children in Looked After Care (CLAC).
- Promote a culture of high expectations and aspirations for Children in Looked After Care (CLAC).
- Lead and evaluate enrichment and extra-curricular provision.
- To lead and work closely with all members of the Inclusion team and, together with the SENCO, have oversight of all matters relating to the provision for students with SEND.

Teaching and learning

- Lead and evaluate enrichment and extra-curricular provision.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Development Plan and its implementation.
- To attend all appropriate department meetings.
- To plan and prepare courses and lessons in line with academy policy.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, subject area and academy procedures.

Core duties and ethos

- Highly visible, supportive and approachable.
- Undertake whole academy duties as outlined in responsibilities agreed each year.
- Monitor and support the overall progress and development of students as a teacher.
- To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the academy's policies.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To adhere to the academy's Staff Code of Conduct.
- To actively engage and promote in academy CPD.
- To undertake any other duty as requested by the Principal in line with the level of the role.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- This job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person specification

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. You should be able to demonstrate that you meet the following criteria.

Criteria	Requirement	Assessment
Knowledge and qualifications		
Graduate with Qualified Teacher Status who has worked extensively with secondary age pupils.	Essential	A
NPQSL or equivalent	Desirable	A
Safeguarding and/or behaviour management qualification	Desirable	A
Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education	Essential	A B C
Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives.	Essential	C
Evidence of leading CPD/training other staff	Desirable	A C
Experience		
Experience in producing/contributing to improvement plans/SEF	Essential	A
Outstanding teaching experience across all Key Stages.	Essential	A
Experience of senior management at Vice Principal, Assistant Principal or similar level	Essential	A
A proven track record of securing improvement in the quality of teaching and learning.	Essential	A C D
Experience in establishing systems for tracking and monitoring the impact of interventions.	Essential	A C D
Experience in working with vulnerable and/or disadvantaged students to secure the highest outcomes.	Essential	A C D
Able to evidence measurable impact in relation to improving behaviour i.e. reduction in FTE, improvement in attendance, impact of interventions.	Essential	A C D
Experience of using all relevant data to drive academy improvement.	Essential	A B C D
Evidence of leading on a whole school initiative resulting in significant improvements for students in relation to attendance, behaviour or outcomes.	Essential	A C D
Has worked successfully with governors and parents.	Essential	A C D
Has experience of Ofsted including post inspection planning.	Essential	A C D
Has experience of working effectively with students with a wide ability range including higher attainers/SEND children.	Essential	A B C D
Has experience of Safeguarding and Child Protection issues.	Essential	A B C
Knowledge and understanding of admissions procedures and protocols.	Desirable	A C
Has experience of the British Values Agenda and Prevent Training.	Essential	A C
Skills		
Excellent management, motivational and communication skills that inspire high ambition throughout the academy.	Essential	A C D
A highly effective teacher whose practice inspires and develops others development and performance management.	Essential	A C D
Personal skills to establish excellent working relationships with all members of the academy and wider community.	Essential	A C D
Ability to identify barriers to learning and engagement and thus implement appropriate interventions	Essential	A C D
Ability to devise and implement high quality improvement plans.	Essential	A C D
Ability to effectively manage budgets, facilities and resource	Essential	A C D
Personal characteristics		
Conviction that all pupils can succeed and a commitment to securing the highest achievement for all.	Essential	A B C D
The personality to engage and enthuse staff, pupils and parents.	Essential	A B C D
Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.	Essential	A B C D
An ability to analyse and interpret information to make informed decisions and exercise good judgement	Essential	A B C D
Be personally committed to the development and welfare of every member of staff.	Essential	A C D
A commitment to the safety and safeguarding of students.	Essential	A C D
Show total commitment to the academy's wider community.	Essential	A C D

Measured by A: Application form | B: Assessment task | C: Interview | D: References

How to apply

Location: Wolverhampton

Reporting to: Principal

Start date: September 2019

Closing date for applications: 9am Tuesday 7 May

Interview dates: Tuesday 14 May

Salary: L17 – 21 (£59,265 - £65,384)

Tours of the academy are welcome on the following dates:

Wednesday 1 May 12pm

Thursday 2 May at 10am

Friday 3 May at 12pm

If you wish to attend one of the tours, please contact Natalie Preece, Executive Assistant, by calling **01902 623 126** or email npreece@onewa.co.uk.

Your formal letter of application (supporting statement) should be no longer than two sides of A4 and should address the selection criteria detailed in the person specification. All application forms, with supporting statements, should be emailed to npreece@onewa.co.uk.

The Trust and the academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.



“Ormiston NEW Academy is on a journey of rapid improvement. We are proud of the improvements being made in teaching and achievement - a reflection of the dedicated teachers and high commitment to raising standards and enriching the lives of its students.”

Nick Hudson, Chief Executive Officer, Ormiston Academies Trust



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