





Welcome from the Chief Executive

Welcome to the Rodillian Multi Academy Trust (RMAT) – a Trust of four academies, an alternative provision independent school and a University Technical College (UTC) based in West and North Yorkshire.

We are highly aspirational at all levels, we were named the highest performing MAT in the only study of its kind by the Education Policy Institute (EPI) in 2018. We go beyond academic success to develop character, resilience and self-confidence in each of our students, enabling them to become rounded citizens and creating the best possible life chances.

The key features which underpin our philosophy on education are:

- That all students have the highest aspirations.
- To deliver an innovative and engaging curriculum centred around creating resilient, self-confident students which provides independent school opportunities within a secondary school context.
- A commitment to divergent teaching, supported by our belief in teacher freedom. This provides a stimulating and varied learning environment, where one size does not fit all.
- Traditional values of behaviour, supported by our positive discipline (PD) system; our PD system enables teachers and students alike to focus on learning and not behaviour management.
- A mindset for growth, which supports both staff and students in their pursuit of excellence.
- A dedication to educational development based on highly selective methodology and research based enquiry.

Since RMAT was established, it has grown by taking on under-performing schools to develop them to beyond national standards. Our academies and schools are all clustered within 30 minutes travelling distance of one another, allowing us the ability to provide high quality networks and support.



I hope our philosophy resonates with you and you look forward to playing a leading role in our future. Our HR Team will be delighted to talk to you about your skills and experience and I hope you will discover that we are the right choice for your next step

Saira Luffman
Chief Executive



About RMAT

RMAT was established in September 2014. Since then, it has grown to 5 academies and an independent alternative provision school. BBG Academy and The Featherstone Academy joined RMAT whilst being in special measures and went through rapid transformation. Both are now rated good by Ofsted

Brayton Academy joined RMAT when faced with closure by the local authority. Since Brayton joined, student numbers and examination performance have improved consistently leading to it being judged Outstanding by Ofsted in 2019.

The Southway Independent School has become one of the highest performing alternative provisions in the country being rated as Good by Ofsted in 2022.

UTC Leeds joined RMAT in September 2023, after several years of support and leadership from RMAT. In January 2023, UTC Leeds was judged as Good with judgements of Outstanding in respect of Behaviour and attitudes and Sixth-form provision. It is the highest performing UTC in the country.

Our Central Services Team provide support to our academies. RMAT has made a significant investment to deliver a comprehensive and ambitious ICT strategy. This includes a classroom expectation to ensure all students and teachers have good access to up to date and fully functioning IT.

The RMAT Estates Team works in partnership with the Academy Principals and Premises Teams to conduct all aspects of RMAT's estates strategy. RMAT has been successful in contributing to CIF bids which has increased the amount of CIF work undertaken across RMAT. RMAT has recently moved to Schools Capital Allocation.

The RMAT is in a strong financial position to deliver its strategic plan. The RMAT Finance Team collaborate with academies on managing their budgets. RMAT also has an experienced Procurement Manager who leads on high value and complex procurement across RMAT.

The RMAT HR Team support colleagues to deal with strategic and operational HR issues in education establishments. In addition to supporting RMAT academies, they also support schools outside of RMAT. The RMAT Company Secretary acts as a bridge between the RMAT Executive and the Trust Board as well as supporting the governance and compliance function of RMAT including data protection.





BBG Academy, Bradford Road,
Birkenshaw, BD19 4BE

About BBG Academy

BBG Academy joined the Trust in July 2015 after a period of school-to-school support following an 'Inadequate' Ofsted rating in October 2014. After only three monitoring visits the Academy was removed from special measures in March 2016 and rated 'Good' in all Ofsted categories.

BBG has enjoyed successful academic outcomes since and regularly appears in the top 20% of schools nationally, and within the top three schools in Kirklees based on both progress and attainment.

We are extremely proud of our students and their work ethos, which has led to their consistent success. We have continued to champion the importance of individual effort and commitment, and have enjoyed being a part of our students' outcomes and their next steps. Whether it's sixth form, apprenticeships, sporting excellence or the world of work, we are proud that BBG prepares students well for the wide world beyond our walls.

Ofsted's 2021 inspection saw BBG Academy rated 'Good' in all areas - a fantastic achievement for all involved with the BBG community. The report indicates that "Staff and pupils are proud to be part of the school. One pupil described the school as a big family."

BBG is an inclusive 11-16 school in the heart of Birkenshaw. As part of the Rodillian Multi Academy Trust, we hold the highest standards for behaviour and discipline; for aspirations within and beyond the classroom; for support within and around the school. We believe that every single child can achieve their personal best with resilience and grit - and this tenet is at the heart of everything we do.

From Year 7, our students are taught to be resilient in a dynamic, innovative curriculum that responds to educational research and the needs of our students. Students have opportunities to learn how to be resilient in the face of difficulties and failure - in chess, British Sign Language, and in debate (amongst other things) at school - and in physical pursuits and independence found at our Resilience Camps. We teach them that with determination, improvement is not only likely - it is inevitable.

We are rightly proud of our students' achievements - but it is our colleagues and the support from the wider Rodillian Multi Academy Trust that makes us truly unique. We ensure that our colleagues have the opportunity to teach without disruption, to continue their own professional development in a bespoke programme, and to ensure they have every tool they need to be successful in their career.

In short, BBG Academy is an amazing place to learn, to teach and to thrive.

About the role

This is a career defining opportunity to lead an Ofsted good academy.

If you are looking for a leadership role, collaborating with a successful team that puts young people first, we are confident that this is an opportunity you have been waiting for.

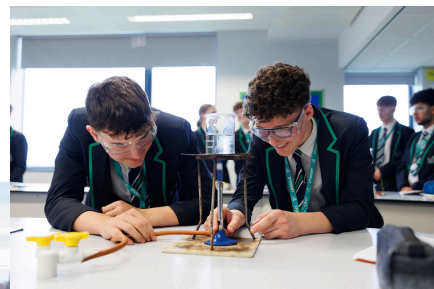
As Principal at BBG Academy, you will provide the vision to ensure our continued success. You will hold and articulate clear personal values and moral purpose, focused on providing the best possible education for the students you serve. You will embody the Nolan Principles and lead by example - with integrity, creativity, resilience, and clarity - drawing on your scholarship, expertise and skills, and that of those around you.

You will be enthusiastic and inspiring and provide energy to drive BBG Academy in pursuit of excellence and equity with a relentless focus on improving teaching and learning.

You will ensure the financial strength of BBG Academy is maintained and enhanced, allowing RMA to achieve its strategic aims and objectives by championing its people moving forward the employer of choice agenda against the national difficulties in recruitment and retention.

To be successful in this post, you will need to demonstrate an ability to provide strategic leadership recognising a background of such in a school or Trust. You will need to evidence your personal impact and credibility.

You will demonstrate confident personal behaviour and be comfortable in establishing internal and external relationships at pace with all stakeholders and with our local and regional partners. Your leadership credibility will allow you to hit the ground running with experienced education professionals. This is a fantastic opportunity to build your profile in a nationally known trust. You will have the opportunity to positively influence the lives of thousands of young people and their families.



Job Title: Principal

Grade: Group Size L30-34

Reporting to: The Chief Executive and Trust Board

Responsible for: Directly for the Senior Leadership Team and other immediate reports and for all other Academy staff through subordinate leaders.

Key responsibilities:

Qualities and Knowledge

- Hold and articulate clear personal values and moral purpose, focused on providing the best possible education for the students they serve;
- Demonstrate personal responsibility and accountability for all resources allocated to their Academy/School;
- Demonstrate confident personal behaviour, positive relationships and attitudes with and towards their students and staff, and in all interactions with Trustees, parents, governors and members of the local community;
- Embody the Nolan principles. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them;
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development;
- Work with political and financial astuteness, within a clear set of principles centred on the Academy and Trust's vision, ably translating Trust and national policy into the Academy context;
- Communicate compellingly and implement the vision and values of both the Trust and the Academy;
- Demonstrate the ability to challenge members of the Executive Team where necessary to ensure that their strategies and actions are aligned to the visions and values of the Trust.

Students and Staff

- Demand ambitious standards for and from all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes;

- Ensure excellence in teaching and learning through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' resilience and well-being;
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice between academies/schools both within and, if required, without the Trust, drawing on and conducting relevant research and robust data analysis;
- Create an ethos within which all staff are motivated and supported to manage their own professional development, and encouraged to support each other;
- Identify emerging talents; coach current and aspiring leaders in a climate where excellence is the norm, leading to clear succession planning;
- Hold all staff to account for their personal and professional conduct in line with Trust policies;
- Model Trust Leadership protocols, as noted in the Appendix.

Systems and Processes

- Ensure that the Academy systems, organisation and processes are well considered, efficient and fit for purpose and are followed by all staff members. Uphold the principles of transparency, integrity and probity;
- Provide a safe, calm and well-ordered environment for all students and staff in line with Positive Discipline Policy;
- Ensure there is a focus on safeguarding students and developing their exemplary behaviour both in the academy and in the wider society in line with Trust Policy, best practice and statutory responsibilities;
- Rigorously follow Trust Policy for managing the performance of all staff, addressing any under-performance, supporting staff to improve;
- Welcome strong governance and actively support the Local Review Boards to understand its role and deliver their functions effectively – in particular in holding the Principal to account for student and staff performance;
- Work collaboratively with the CEO and the Trust Board, briefing and reporting as necessary;
- Work in close partnership with the Executive Team to deliver the core values, aims and core principles of the Strategic Plan;
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the academy/school's sustainability;
- Work closely with the CEO and the Director of Finance to ensure long-term financial sustainability of the Academy by reviewing the budget accounts and forecasting, in accordance with the principals of the Academy Trust Handbook, ensuring that appropriate action is recommended to address any problems identified;

- Liaise with the Chair of the Trust Board and the Chair of Committees, where required,
- Distribute leadership throughout the Academy, forging teams of motivated colleagues who have distinct roles and responsibilities and who hold each other to account for their decision making.

Managing Resources

- Deploy and manage the Academy's financial and human resources efficiently and effectively to achieve the Academy's educational goals and priorities in line with the Trust's strategic plan and financial context;
- Work closely with the Director of HR, to manage the recruitment and appointment of members of staff and volunteers in accordance with Trust policy, budget constraints (if necessary) and Safer Recruitment standards;
- Ensure that Safeguarding and Child Protection training and guidance is provided to new employees through the Induction programme;
- Have management oversight of the Single Central Record to ensure its compliance in relation to statutory safeguarding requirements;
- Ensure the Academy buildings and facilities meet the needs of students and staff and are of the highest standard of cleanliness and repair and compliant with health, safety and environmental regulations;
- Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control;
- Explore and develop additional sources of funding.

The self-improving Academy system

- Develop an outward-facing Academy which works both with other academies within the Trust and with external educational organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students;
- Develop effective relationships with professionals and colleagues in other public services to improve academic and social outcomes for all students;
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving academies/schools;
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for self and for all staff;
- Model innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;

- Inspire and influence others - within and beyond academies/schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education;
- Work collaboratively and/or individually on a designated project(s) across the Trust.

Safeguarding and Compliance

- Ensure that there is a strong culture of safeguarding across the Academy in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development;
- Ensure that all the required policies and procedures are implemented and adhered to across the Academy, in line with the requirements of Keeping Children Safe in Education (KCSIE) and Working Together to Safeguarding Children;
- Ensure that the Academy's internal system for reporting, actioning, recording, monitoring and reviewing safeguarding concerns is robust, effective and efficient to safeguarding our students (CPOMS);
- In the event of an allegation of abuse made against another member of staff (including supply staff) or a volunteer, where appropriate, will follow the Trust's Procedure for Managing Allegations Against Staff and other Adults, in liaison with the Local Authority Designated Officer (LADO) under the direction of the Director of HR;
- Ensure that the roles and responsibilities of the Lead Designated Safeguarding Lead (LDSDLs), the Deputy Designated Safeguarding Leads (DDSDLs) and other trained Designated Safeguarding Leads (DSLs) as referenced in KCSIE are reflected in their Role and Responsibilities document. Ensuring that all the DSLs have appropriate time, training and resources, and that there is adequate cover if the Lead DSL is absent.

Any other reasonable duties, commensurate with the post, as directed directly by the Chief Executive or by Trustees through the Chief Executive.

This job description will be reviewed annually to reflect the plans, growth and development of the Trust.

Any Special Conditions of Service:

There is a requirement to work across all the academies within the Trust as deemed necessary in line with professional responsibilities.

There is a requirement to submit to an enhanced Disclosure and Barring Service (DBS) check



Person Specification

Knowledge, Experience and Skills		
	Essential/ Desirable	How identified
Leadership and management		
Ability to build effective relationships with staff, parents, LRB colleagues and other agencies	E	App/SP
Ability to line manage	E	SP
Ability to use HR policies and procedures	E	SP
Ability to make and implement difficult decisions	E	App/SP
Shaping the future		
Implement an improvement plan across a key stage area or classroom, identifying the priorities and evaluating impact	E	App/SP
Works with the motivates teams and individuals to implement changes across the academy	E	App/SP
Leading teaching and learning		
Being a good or outstanding teacher	E	App/SP
Knowledge of how to use data to monitor student progress	E	App/SP
Knowledge of assessment tools to monitor teaching and learning	E	App/SP
Ability to identify effective interventions to ensure students maintain good progress	E	App/SP
Ability to identify excellent classroom practices to enable teachers to improve, through effective feedback	E	App/SP
Developing self and working with others		
Regularly self-evaluate and continually participate in quality CPD	E	App/SP
Uses CPD to motivate, enthuse and develop staff	E	App/SP
Ability to plan and allocate work effectively	E	App/SP
Ability to coach and mentor staff	E	App/SP
Managing the organisation		
Recruits, retains, and manages a range of academy staff	E	App/SP
Securing accountability		
Holds people to account for what they have to deliver	E	App/SP
Works effectively with the LRB colleagues to fulfil statutory duties	E	App/SP
Provides performance data to parents and LRB colleagues	E	App/SP
Child protection		
Is aware and able to manage effective CP policies and procedures	E	App/SP
Ability to deal with sensitive issues in a supportive and effective manner	E	App/SP
Qualifications and training		
Qualified Teacher Status or other educational qualification	E	App/SP
A degree or management qualification	E	App/SP
NPQH or a commitment to do	E	App/SP

Key:

App: Application Form

SP: Selection process. This will include a range of exercises, including an interview.



How to apply

To discuss this role in more depth, please contact the HR Team in the first instance to facilitate your discussion. Please email recruitment@rmat.uk

To apply you will need to complete the application form which can be found on our website at www.rodillianacademytrust.co.uk/vacancies.

You should ensure that you provide a supporting statement which outlines your experience in relation to the job description and person specification.

Completed applications must be returned to recruitment@rmat.uk

Closing date for applications: **Monday 23 September 2024, 9.00 am**

Interviews: **Monday 30 September 2024 and Tuesday 1 October 2024**

Please note dates are indicative and subject to change.

All applications will be acknowledged.

The Rodillian Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, visitors and contractors to share this commitment. Shortlisted applicants will undergo relevant checks in line with statutory guidance and all appointees will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service.

We look forward to hearing from you.

