



MALTBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.



Principal

Recruitment Pack
Required for September 2022

Sir Thomas Wharton
Academy



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At our core, we provide outstanding educational provision for families, firmly rooted in the context of the local community.

Dear Applicant

Thank you for your interest in the post of Principal at Sir Thomas Wharton Academy.

This is an exciting time to join Maltby Learning Trust as the lead professional within Sir Thomas Wharton Academy. You will be joining a highly inspirational and ambitious organisation which strives for excellence in all it does, delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Maltby Learning Trust is a cross phase, locality based Multi Academy Trust comprising of seven schools: four primaries and three 11-18 secondary schools. We are a medium sized family of schools, all located within a thirty minutes travel distance, enabling close professional relationships and the sharing of resources and expertise to the benefit of all learners. We educate over 5500 children and young people in our schools, drawing from clearly defined learning communities within Rotherham and Doncaster.

Sir Thomas Wharton joined Maltby Learning Trust on 1st April 2017 and secured an OFSTED 'Good' judgement in September 2021. The school today is unrecognisable from the one that joined the Trust over four years ago. If successful, you will be joining the Academy at a critical stage of development, where you can help further shape the organisation moving forwards and determine the next chapter of this exciting journey of improvement.

We are looking to appoint a Principal with the vision, drive and dynamism to provide the very best educational opportunities for all young people and inspire new and existing staff to develop as professionals. The new Principal must share our passion for improving social mobility and be relentless in the drive to break down potential barriers to learning and improving the life chances of the young people in our communities. We want a leader who is uncompromising with regards to the high standards they set for themselves and others around them. In addition, we want someone who is aligned to our core values and guiding principles and is able to work positively within a collaborative framework for school improvement.

In return, we will offer high quality professional learning and development, genuine leadership development opportunities and ongoing professional support and challenge. The person appointed will be assured of the support and mentorship of Executive Leaders and the Local Governance Committee to further develop the quality of educational provision and continue to raise the standards of performance. This will include the direct support from the Executive Director of Secondary Education, an exceptional system leader with a proven track record of rapid school improvement and community transformation.

We believe this position is ideal for either an existing Head Teacher, Head of School or experienced Deputy Head Teacher who is looking for that next step within a supportive Multi-Academy Trust model.

Yours sincerely

David Sutton



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Who we are:

Maltby Learning Trust is a Multi-Academy Trust of four primary and three secondary Academies. The locality based Multi-Academy Trust model was established to secure purposeful partnerships with parents, staff, governors, local community groups and broader business partners to deliver the very best learning experiences and secure positive progression routes for every child and young person in the learning community. The Trust schools work in close professional partnership, sharing resources and expertise to provide the best possible opportunities for all our learners.

The Trust is a fertile and productive environment in which to grow as a leader. Bespoke leadership training is delivered

within the Trust by leaders and expert external providers. In addition, a high level of support and challenge is provided by Executive Leaders. This has enabled us to develop a vibrant, committed group of talented middle and senior leaders, of which the successful candidate will be a part.

The Maltby Learning Trust is a not-for-profit charitable organisation that governs a chain of academies under a single funding agreement with the Secretary of State for Education. The Trust is in a strong position with well-established systems and structures and has a high degree of buy-in and collaboration from all the Academies and leaders in the group.

Our Vision

Delivering **exceptional learning experiences** which enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**

The vision statement is a declaration of the Trust's overarching aspirations of what we hope to achieve. The vision is a broad description of what the Trust is trying to produce or become. It will inspire people and motivate them to want to be part of and contribute to the organisation.

Seven Schools, One Trust



MALTBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.



FOUNDER MEMBER
2014 (SECONDARY)

**RATED IN
2017 AS
OFSTED
GOOD**



FOUNDER MEMBER
2014 (PRIMARY)

**RATED IN
2017 AS
OFSTED
GOOD**



SPONSORED
2014 (PRIMARY)

**RATED IN
2017 AS
OFSTED
GOOD**



JOINED
2015 (PRIMARY)

**RATED IN
2021 AS
OFSTED
GOOD**



JOINED
2015 (PRIMARY)

**RATED IN
2018 AS
OFSTED
GOOD**



SPONSORED
2017 (SECONDARY)

**RATED IN
2021 AS
OFSTED
GOOD**



SPONSORED
2019 (SECONDARY)

**NO CURRENT
OFSTED
STATUS**

Each of our schools are unique and maintain their individuality to respond to the needs of their local communities to provide the best possible opportunity for its young people. Being part of Maltby Learning Trust, they embrace school to school support and the sharing of good practice. Leaders actively encourage collaboration and partnership working to create and deliver the best possible learning experiences for every student.

Our collaborative work ensures the development of outstanding teachers, subject specialists, tutors, support staff working with experienced leaders with a record of transformation in education.

All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for all the young people attending our schools.



Maltby Learning Trust Values and Professional Behaviours

OUR MORAL PURPOSE

Act in ways that are principled, built upon a clear set of personal values.

Passionate about making a positive difference to the lives of all children, families and communities.

The values statements and professional behavioural framework are also known as the code of ethics.

The values statements and behavioural framework defines what the Trust believes in and how people in the organisation are expected to behave — with students, with each other, with parents and carers, and with other stakeholders. It provides a moral direction for the Trust that guides decision making and establishes a standard for assessing actions.

The values and behaviours support the vision, shape the culture, and reflect what the organisation values and stands for. They are the Trust's principles, beliefs, and philosophy.

 <h3>Investing</h3> <p>in the Right People</p> <p>Self Awareness <i>Reflective, tactful and emotionally intelligent</i></p> <p>Integrity <i>Honest, fair, transparent and principled</i></p> <p>Positivity <i>Optimistic, hopeful, confident, solution driven and resilient</i></p> <p>Personal Drive <i>Innovative, self motivated, energetic and ambitious</i></p>	 <h3>Committing</h3> <p>to the Learning Community</p> <p>Alignment <i>Dedicated, loyal and committed to the organisation</i></p> <p>Responsibility <i>Dependable, organised, flexible and accountable</i></p> <p>Relationships <i>Respectful, good listener, authentic</i></p> <p>Collaboration <i>Supportive, inclusive and coherent team player</i></p>	 <h3>Empowering</h3> <p>all to Lead and Grow</p> <p>Holding to Account <i>Challenging, consistency, clarity</i></p> <p>Impact and Influence <i>Persuading, compelling, relentless, credible, adding value</i></p> <p>Inspiring Others <i>Enthusiasing, energising, championing</i></p> <p>Developing Others <i>Supporting, empowering, enabling</i></p>
<h2>Thinking</h2> <div style="display: flex; justify-content: space-around;"> <div data-bbox="372 1622 634 1694">Analytical Thinking</div> <div data-bbox="715 1622 976 1694">Conceptual Thinking</div> <div data-bbox="1058 1622 1319 1694">Curiosity and Eagerness to Learn</div> </div>		

The Trust places a great emphasis on all staff demonstrating the right values and behaviours in all aspects of their work. It is important that everyone shares the vision and ambition for the children and young people across our learning communities and understand how they are expected to behave and relate to each other.

Seven Strategic Pillars of School Improvement

At Maltby Learning Trust we have adopted a single plan approach to school improvement based on a seven strategic pillar model.

These seven strategic pillars of school improvement run through the whole organisation, from the Trust Strategic Plan, through the Academy Development Plans, into the Departmental Development Plans and Staff Role Descriptions.

All staff within the organisation have a part to play in the Trust/Academy school improvement process and as such the seven pillars feature to some extent in everyone's daily practise.

VISION, CULTURE AND ETHOS

DELIVERING EXCEPTIONAL LEARNING EXPERIENCES

Curriculum Intent and Curriculum Design

Relentless focus on Teaching and Learning

Curriculum Impact

Behaviour, Attendance and Rewards

Personal Development

INVESTING IN THE RIGHT PEOPLE

COMMITTING TO THE LEARNING COMMUNITY

EMPOWERING ALL TO LEAD AND GROW

SECURING COMPLIANCE

DEVELOPING EFFECTIVE GOVERNANCE



MALBY LEARNING TRUST

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We believe that “Culture eats strategy for breakfast”.

Culture refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how our Trust and the individual Academies function.

The culture of the Trust results from both conscious and unconscious perspectives, interactions, and practices, and it is shaped by our vision, values and professional behaviours. Students, parents, teachers, administrators, and other staff members all contribute to the culture, as do other influences such as the community in which the Academies are located, the policies that govern how we operate, and the principles upon which the Trust was founded.

Our culture overarches, underpins and seamlessly runs through everything that we do. We lead by example using and over communicating the model below to create a high aspiration and high-performance culture. We focus leadership discipline in all that we do: discipline to keep to the vision, discipline to keep things simple and discipline to execute things with high levels of consistency and accuracy.

VISION

MLT Vision, Significant Core Purpose, Razor Sharp and R-rated Vision Sentences, Vision Level Goals, Vivid Descriptions of the Future

VALUES

PROFESSIONAL BEHAVIOURS

KEY DRIVERS

CURRICULUM

Everything children do, see, hear or feel in their setting, both planned and unplanned. It's the subjects and qualifications on the timetable, in the pedagogy and behaviours teachers and other adults use, in the space between lessons when pupils interact with each other, in approaches to managing behaviour, uniform, and attendance and punctuality, in assemblies and extra-curricular activities, and in the pastoral care and support offered to pupils, in short, in the holistic experience every child is afforded in school.

ARTIFACTS: T&L, Rewards, Line Management, Behaviour, Attendance etc.

HOW THE SCHOOLS OPERATE DAY TO DAY:

Clarity, Micro-scripts, Routines, '100% 100% 100%', Burning Desire for Continuous Improvement and Refinement, QA Typicality, Relentless Follow Up and Regular Good Quality Feedback Discussions.

COLLABORATION

Purposeful collaboration in pursuit of the vision.
 Sharing and maximising expertise, driving standards for all.

Over Time- Socialisation

DISCIPLINE – VISION SIMPLICITY CONSISTENCY

Discipline to keep to the vision, Discipline to keep things simple, Discipline to execute things with high levels of consistency and accuracy



About Sir Thomas Wharton Academy

Sir Thomas Wharton Academy is a rapidly improving secondary school of over 1000 students with a thriving and growing collaborative Post 16 provision. The Academy joined Maltby Learning Trust on 1st April 2017 and secured an OFSTED Good judgement in September 2021. We are now oversubscribed in Year 7 for the third year running and we are very fortunate to be housed in a new building with state-of-the-art facilities.

We pride ourselves on the aspirational, supportive and caring community we have at Sir Thomas Wharton Academy. Our team of dedicated staff ensure that students feel safe and receive the best pastoral and academic support and challenge throughout their time in the school. We further develop the cultural capital of students through a comprehensive programme of extra-curricular activities and broader enrichment opportunities.

We take an inclusive approach that maintains a focus on the wellbeing and progress of every child; we provide a safe place for learning through the application of our positive behaviour system and attention to individual student circumstances and needs. We firmly believe that students will ultimately achieve better results by establishing a positive and supportive partnership between parents and teachers.

Our Key Drivers and Curriculum Intent

At Sir Thomas Wharton Academy, we are passionate about supporting all students in their pursuit of success and happiness; we firmly believe that this is achieved through a relentless commitment to demonstrating our six Key Drivers.

Members of staff at Sir Thomas Wharton Academy and within the Trust are dedicated to ensuring that all students in our care receive a first-class education and achieve their goals in life, whatever they might be.

Our staff value each of our students as individuals and work tirelessly to ensure that they achieve excellent GCSE and A-Level examination outcomes and develop into positive members of society.



Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

OUR KEY DRIVERS



THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.



INVEST TO ACHIEVE

Care about the now; create the very best for your future.



EVERYONE IS VALUED

We are unique individuals; we work together to achieve success.



NO EXCUSES

Create solutions, not excuses.



NEVER GIVE UP

Resilience is essential; self belief drives improvement.



CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.

OUR CURRICULUM INTENT

The Sir Thomas Wharton Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational, deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

OUR CURRICULUM INTENT IS TO:

Inspire imagination and develop interests, specialisms and key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further and higher education, training and employment.

Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.

CLOSING DATE: MONDAY 14TH MARCH 2022, 8:30AM

To find out more, please access the Maltby Learning Trust and the Sir Thomas Wharton Academy websites:

www.maltbylearningtrust.com
www.stwacademy.com

Informal discussions about the role and a visit to the Academy are warmly encouraged. Please contact Dale Jackson, Executive Director of Secondary Education, directly, by email: djackson@maltbylearningtrust.com to arrange a phone call or visit, to discuss the post and the next stage of your career.

The 'Application Form' can be accessed from this link:
www.maltbylearningtrust.com/vacancies

CLOSING DATE: MONDAY 14TH MARCH 2022, 8:30AM

An email will be sent to shortlisted candidates with details of the interview process.

Interviews are scheduled to take place on Wednesday 23rd March and Thursday 24th March 2022.

We are committed to safeguarding and promoting the welfare of children and young people, and expect that all staff and volunteers share this commitment. Any offer of employment will be subject to a satisfactory DBS check and other employment checks deemed relevant.



Principal

CORE PURPOSE

Deliver an exceptional, all-encompassing curriculum allowing all people to live successful and fulfilling lives which positively impact on local and global communities.

We exist to unlock the potential of every single young person that attends the Academy. We will break down barriers of social deprivation so that all young people have exactly the same opportunities and choices when they leave. We will be a high profile, force for good in the community - championing the power of education, unlocking social mobility and transforming the community as a whole.

Our staff are inspired, motivated, empowered and feel valued; they know that the contribution they make each and every day is making a difference and they strive to deliver the highest standards.

VISION, CULTURE AND ETHOS

- Live the Trust Vision, Values, Professional Behaviours and Academy Key Drivers every day and inspire others to do the same
- Work with the Executive, governors and other key stakeholders to ensure the Academy vision is clearly articulated, shared and understood by all
- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a dynamic, high aspiration, high performance, collaborative and supportive culture within the Academy
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

RELENTLESS FOCUS ON TEACHING AND LEARNING

- Create a culture of continuous improvement where every teacher believes they need to improve, not because they're not good enough, but because they can be even better
- Ensuring a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

CURRICULUM AND ASSESSMENT

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

BEHAVIOUR

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES ---

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

CONTINUOUS SCHOOL IMPROVEMENT

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Translate the vision into agreed objectives and operational plans which promote and sustain Academy improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

INVESTING IN THE RIGHT PEOPLE

LIVE, BREATHE AND MODEL THIS MLT VALUE AND RELATED PROFESSIONAL BEHAVIOURS AND INSPIRE OTHERS TO DO THE SAME

SELF AWARENESS	INTEGRITY	POSITIVITY	PERSONAL DRIVE
Reflective, tactful and emotionally intelligent	Honest, fair, transparent and principled	Optimistic, hopeful, confident, solution driven and resilient	Innovative, self motivated, energetic and ambitious

HIGHLY PROFESSIONALISED STAFF

- Recruit, retain and deploy staff appropriately to achieve the vision and goals of the academy
- Develop and maintain effective strategies and procedures for staff induction and continuous professional development
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals in order to ensure clear delegation of tasks and devolution of responsibilities
- Regularly review own practice and set personal targets, taking responsibility for own personal development
- Ensure staff are deployed and managed well with due attention paid to workload

HIGH EXPECTATIONS

- Cultivate a positive Academy culture and climate that promotes high autonomy, high challenge and high accountability
- Maintain a common culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Demonstrate and articulate high expectations and set stretching targets for the whole Academy community
- Ensure a consistent and continuous Academy-wide focus on students' achievement where all teachers take responsibility for using data and benchmarks to monitor progress in every child's learning
- Challenge underperformance at all levels with effective corrective action

COMMITTING TO THE LEARNING COMMUNITY

LIVE, BREATHE AND MODEL THIS MLT VALUE AND RELATED PROFESSIONAL BEHAVIOURS AND INSPIRE OTHERS TO DO THE SAME

ALIGNMENT	RESPONSIBILITY	RELATIONSHIPS	COLLABORATION
Dedicated, loyal and committed to the organisation	Dependable, organised, flexible and accountable	Respectful, good listener, authentic	Supportive, inclusive and coherent team player

WORKING IN PARTNERSHIP

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

EMPOWERING ALL TO LEAD AND GROW

LIVE, BREATHE AND MODEL THIS MLT VALUE AND RELATED PROFESSIONAL BEHAVIOURS AND INSPIRE OTHERS TO DO THE SAME

HOLDING TO ACCOUNT	IMPACT AND INFLUENCE	INSPIRING OTHERS	DEVELOPING OTHERS
Challenges, supports, provides clarity and consistency	Persuasive, compelling, relentless, credible and adds value	Enthusiastic, energised and champions others	Empowers, enables, provides support and challenges others

PROFESSIONAL DEVELOPMENT

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- Identify and develop talent at all levels

SECURING COMPLIANCE

ORGANISATIONAL MANAGEMENT

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

DEVELOPING EFFECTIVE GOVERNANCE

GOVERNANCE AND ACCOUNTABILITY

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Principal

	ESSENTIAL	DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree 	<ul style="list-style-type: none"> • Relevant PLD e.g. NPQH • Post-graduate study
Experience	<ul style="list-style-type: none"> • Strong teaching ability backed up by good and excellent validated outcomes • Minimum 3 years' senior leadership experience with significant impact • Robust self-evaluation, strategic thinking and improvement planning • Leading significant whole-school change successfully • Engaging positively with different stakeholders 	<ul style="list-style-type: none"> • Working in an ex-mining community of high deprivation • Working in a high-performing school • Senior Leadership in an Academy • Senior leadership in more than one Academy • Significant impact as a Principal • Financial Planning and control • Working with local governors
Knowledge and Skills	<ul style="list-style-type: none"> • A true growth mindset and a desire to continually improve • High expectations which motivates and challenges students and staff • Build a cohesive team, create clarity, over-communicate clarity and reinforce clarity • Strong analytical and strategic thinking skills • Simplifying complex issues • Thorough knowledge and understanding of current curriculum developments and how students learn • Highly visible and sweats the small stuff • Ensure a culture and structure for managing behaviour which enables all students to achieve • Promote a sense of urgency and rigour • Effective line management • Strong impact on teams, particularly in relation to improving learning • Hold others to account for high standards and address underperformance • Empower colleagues so they experience real, significant personal growth • Develop staff to become better leaders • Current educational policy • Budgetary planning • Governance • Sensitively resolve conflict • Strong self-awareness 	<ul style="list-style-type: none"> • Contextual awareness and political astuteness • Develop, maintain and use an effective network of contacts • HR and operations

	ESSENTIAL	DESIRABLE
Character	<ul style="list-style-type: none"> Fully aligned to the Trust Vision, Values, Professional Behaviours and Academy Key Drivers Strong moral purpose and drive for continuous improvement Humble Motivated, enthusiastic and flexible Excellent interpersonal skills; presence Strong attention to detail 	
Attendance	<ul style="list-style-type: none"> Have a true growth mindset, exceptional work ethic and a sense of humour Sweats the small stuff Promotes a sense of urgency and rigour Driven, proactive, and positive individual with an unwavering commitment to continuously improving the standards of teaching and learning Ability to give, receive and act on feedback Ability to work under pressure Commitment to the full life of the Academy 	
Written Application	<ul style="list-style-type: none"> A excellent attendance record in current employment (not including absences due to disability) 	<ul style="list-style-type: none"> A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role



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