



Information for Applicants

Principal

City of London Academy Highbury Grove

Dear Applicant,

I am delighted that you have chosen to apply for a post with the City of London Academies Trust.

COLAT is driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve. Combining the heritage and traditions of the City of London Corporation with an innovative and enterprising approach to teaching and learning, we aim to ensure that every one of our schools can be judged as 'outstanding' within three years of joining our Trust.

Our expectations are high for both our students and our staff. Our 'Foundations of Excellence', which run through all Trust schools, have been the framework for our sector-leading success so far. These core principles have led to the City of London and COLAT being recognised as the best performing academy chain for progress and attainment of disadvantaged children for two years in a row in The Sutton Trust's annual report, 'Chain Effects' (2016 and 2017). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children's lives.

In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. We therefore ensure that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond. We are committed to providing first-rate training and development opportunities to all our staff, in addition to excellent career advancement opportunities within our growing Trust. In the classroom, we expect the kind of exemplary behaviour that allows our staff to generate exceptional learning outcomes for our children. Being sponsored by the City of London Corporation also means our staff benefit by having access to a huge range of resources, events and exciting learning opportunities that other Trusts are simply not able to offer.

We are always looking for like-minded individuals to join us on our journey. Making the choice to work for COLAT means making the choice to be part of an evolving, ambitious and supportive Trust where you are valued, encouraged and can develop your specific talents whatever they may be. We look forward to receiving your application.

Yours faithfully,



Mark Emmerson
Chief Executive Officer

Title: Principal

Description: Permanent, Full Time

Location: City of London Academy Highbury Grove

Closing Date: Monday 25 March, 9am

About us

The City of London Academies Trust is driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

Combining the heritage and tradition of the Corporation of London with a refreshingly innovative and enterprising approach to teaching and learning, we aim to ensure that every one of our schools can be judged as Outstanding within three years of joining the Trust.

Our academies draw upon the best traditions, institutions, heritage and historical successes of the City Corporation and London. We deliver life-transforming learning experiences allowing all our pupils, whatever their background, to make a positive contribution to their local, national and global communities.

The City of London, its schools and academies are characterised by:

- High expectations, aspirations, excellence and a belief that all can succeed;
- Combining creativity, innovation and enterprise, alongside tradition and continuity;
- Developing people who are confident, resilient, compassionate and democratic.

Although all schools within the Trust are different, they all subscribe to the same ethos. All City academies are expected to exhibit the five attributes of outstanding educational provision. These simple and effective principles, our Foundations of Excellence, are the essential drivers that deliver outstanding outcomes for learners and are key to the success of City of London academies. They are:

High expectation leadership	Dynamic and skilled leadership from school leaders and governors founded in the core belief that all children can succeed.
Exemplary behaviour	Behaviour for learning based on a set of defined core values that promote engagement, respect, tolerance, probity, curiosity, resilience, creativity and independence.
Outstanding creative teaching	Highly skilled teaching that inspires, engages, supports and challenges learners whatever their starting point.
Assessment that informs intervention	Target-setting and assessment systems that set challenging targets and provide data that supports intervention if that progress is not being made.
A challenging curriculum	A formal curriculum that matches the high expectations of progress providing a range of high-status qualifications for each learner. A rich informal curriculum that supports the wider development of each learner through personal, sporting, creative and employer experiences.

About our school

City of London Academy Highbury Grove joined the Trust in December 2017. Since then, outcomes have improved dramatically, and the school is on its way to re-establishing itself as an excellent provider of high-quality education in Islington. This is an exciting time in the school's journey.

If you would like to build your future with us, please visit www.cola.org.uk to download a job pack and application form. Application forms should be submitted with a letter of application (maximum 1000 words) which addresses the following question: **Given the information publicly available about City of London Academy Highbury Grove, and based on your skills, knowledge and experience, what would your priorities be in the first three years as Principal?** Completed application forms with accompanying letters of application and a signed candidate privacy statement should be emailed to colat.jobs@cityoflondon.gov.uk by the closing date.

How to complete the Application Form

It is essential that a fully completed application form is submitted. City of London Academies Trust cannot accept CVs alone. It is recommended that you retain a copy of your application form, so you can refer to it if you are invited for interview.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria/competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills, qualifications and any notable awards. These can be selective, and you only need to provide those you consider relevant to the job you are applying for.

City of London Academies Trust asks that all potential employees highlight any relationships to school governors or employees to ensure all applicants are treated fairly. For example, it may be inappropriate to offer someone a position within an organisation where they work for a family member or asking someone to take a position where they manage grants for voluntary services when their family works for a relevant voluntary organisation.

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and applicants for vacant posts are expected to share this commitment. If you are offered a job, the offer will be conditional on satisfactory pre-employment checks. These can include: identity, references, qualifications and other evidence, e.g. driving licence, as well as a medical questionnaire, and a Disclosure and Barring Service (DBS) check.

Please provide details of two referees, one of whom should be your present/most recent employer. **References will not be accepted from relatives or friends.** References are requested for all shortlisted candidates unless you specifically request us not to do so. Open references will not be accepted.

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you will be required to complete a DBS check. Any information received from the DBS will be treated in the strictest confidence. Having a criminal record will not exclude you from appointment, unless it is considered that the conviction renders you unsuitable to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence if an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children.

Please email your application form to the email address provided in the advert. If posting an application, please ensure the correct postage is paid and that it is sent with enough time to be received before the closing date. City of London Academies Trust cannot be held responsible for postal issues or errors.

Principal: Job Description

Post:	Principal
Grade:	Competitive
Responsible to:	Executive Principal/Chair of Governors/Multi Academy Trust

Job Purpose

The Principal will be expected to:

- Work with the Executive Principal to establish the vision of the academy in line with the broad educational vision of the City of London Academies Trust, providing outstanding operational leadership that establishes the academy as a leading provider of high-quality education.
- Deliver the highest possible educational standards and create a high expectation culture in which students feel safe, valued and motivated to succeed.
- Lead and manage the academy on a day-to-day basis providing the consistent leadership necessary to ensure staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes.
- Be the first point of contact for all stakeholders and external agencies in matters relating to the academy.

Key Responsibilities

Working with the Executive Principal taking co-responsibility for:

- The learning, teaching, progress and outcomes for the students of the academy.
- The effective day-to-day management of the academy.
- The effective implementation of the agreed vision, principles and policies.
- Promoting and embedding the vision and principles within the academy.

Working with the Executive Principal and academy Senior Leadership Team to:

- Developing the aspirations and self-belief of all students and by doing so securing high quality learning, outcomes and progress for all students.
- Maintaining the academy as a centre of excellence and innovation in education.
- Developing a rich partnership with families and community to maintain a learning community that strives for personal growth.
- Evaluate outcomes and practice and consequent planning for improvement for the academy.
- Ensure efficient and effective use of resources across the academy.
- Develop strong productive relationships with a wide range of stakeholders.

Contributing to the leadership of teaching and learning through:

- Promoting excellence in teaching and learning, ensuring a continuous and consistent academy focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Ensuring that a high-quality educational experience is available for all children and young people that attend the academy.
- Maintaining creative, rigorous and collaborative responses to improving teaching and learning within the academy.
- Driving innovation, ensuring the academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- Determining a curriculum that is informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of 21st century life and work.
- Developing and implementing strategies to ensure continuity of learning at all key stages.
- Monitoring, evaluating and reviewing classroom practice; celebrating and promoting excellence; challenging underperformance at all levels and ensuring appropriate action.

- Ensuring that individual student progress is regularly assessed, recorded, reported and used to inform future teaching.
- Providing a range of extra-curricular activities which will maintain the reputation of the academy for providing a broad and well-rounded education.
- Supporting a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.
- Ensuring that the needs and aspirations of each student are addressed through personalised learning and mentoring.
- Ensuring that assessment data is used to set challenging targets.
- Challenging practice to ensure a stimulating learning environment.
- Ensuring academy-wide priorities are consistently monitored and effectively implemented.

Leadership of self and others by:

- Providing dynamic, consistent and motivational leadership of the academy and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the academy.
- Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy's intended outcomes.
- Developing and maintaining respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy.
- Ensuring that Performance Management and Appraisal processes for all staff are robust, fit for purpose and effective in raising the quality of teaching, learning and service delivery.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own development.
- Ensuring that systems are in place to encourage all teaching staff to be similarly active in their personal and continuous professional development.
- Building a culture of high commitment, standards and drive for success through coaching, mentoring and motivating staff.
- Maintaining open professional dialogue with SLT about the academy's identification of strengths and weaknesses ensuring a proactive approach to sharing potential or existing difficulties.

Operational management of the academy to:

- Deliver effective operational management for the delivery of education within the academy's budget and in accordance with financial and organisational structures.
- Support the Executive Principal in reporting to the Governing Body on academy performance and the implementation of policies, thereby ensuring full involvement of the governors in strategic planning, business activities, monitoring and building relationships with the wider community.
- Work to, and report on, targets for achievement of the academy and personal targets as agreed by the Executive Principal.
- Work within a defined organisation structure which enables effective and efficient ways of working and support the achievement of the academy's objectives.
- Recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the academy and the academy's strategic plan and of their personal role in enabling and promoting high quality learning.
- Act in accordance with policies and legislation affecting the conduct of the academy, particularly those that govern health and safety matters and employment rights.
- Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.
- Undertake any other duties commensurate with the post as reasonably delegated by the Governing Body.

Strengthening Community

- Develop, implement and maintain effective strategies to promote engagement of the whole academy community. In particular to establish effective relationships with all parents/carers and promote their involvement in their children's learning and academy activities.
- Develop the academy's extended academy provision.
- Actively support the diversity of the academy's communities and students.

Safeguarding and Promoting the Welfare of Children

- Have substantial knowledge and effective experiences of addressing all statutory safeguarding issues.
- Ensure a safe and supportive academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation.
- Act as Child Protection Officer where required.
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.

Other Responsibilities

- Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
- Ensure equality of opportunity for all staff to facilitate their continuing professional development.
- Be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and statutory guidance Working Together to Safeguard Children in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.
- Ensure the Chair of the Governing Body is made aware of and kept fully informed of any concerns arising in relation to safeguarding and/or child protection.

Standards/Quality Assurance and Additional Responsibilities

- Support extended day activities to enhance students' learning experiences.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
- Attend team and staff meetings.
- Attend and participate in open evenings and student performances.
- Uphold the academy's behaviour code and uniform regulations.
- Participate in staff training and development.
- Develop links with governors, LEAs and neighbouring schools/academies.

Key Organisational Objectives

The postholder will contribute to the academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Adopting Customer Care and Quality initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Associated Duties

The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken by Principals in the course of their employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

Special Conditions of Service to Note

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

Principal: Person specification

	Essential	Desirable
Qualifications		
Educated to degree level or equivalent	✓	
Qualified teacher status	✓	
NPQH (or equivalent) achieved or underway		✓
Evidence of continuing professional development	✓	
Experience		
Experience at Vice Principal level (or equivalent)	✓	
Experience of having lead, or made a significant contribution to, the success of an academy through its leadership, student outcomes and ethos	✓	
Experience of leading and training staff to be successful practitioners	✓	
Experience of supporting staff to optimise attainment and progress of students		✓
Extensive experience of working with children with significant barriers to learning	✓	
Excellent organisational skills	✓	
Well-developed interpersonal and communication skills	✓	
Teaching and Learning		
Outstanding learning secured for students through outstanding teaching	✓	
Effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes	✓	
Innovative and relevant curriculum offer to challenge and inspire students	✓	
Vision and Strategy		
Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families	✓	
Understand how to set high aspirations and lead effective strategies across all aspects of an academy including learning, accountability, curriculum, administration and communication		✓
Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards	✓	
Able to meet national standards for Headteachers	✓	
Leadership		
Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction	✓	
Able to develop, empower and sustain individuals and teams	✓	
Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed	✓	
Rigorous use of data to inform and shape teaching and learning to secure outstanding outcomes for all students	✓	
Strong organisational skills and the ability to delegate to others and hold them to account for outcomes	✓	
Have a deep commitment to the safeguarding and wellbeing of all students	✓	
Leading Relationships with Stakeholders		
Commitment to working with others to secure the best outcomes for children	✓	
Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and a very wide range of other external relationships	✓	
Work-Related Personal Qualities		
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	✓	
Demonstrate personal and professional integrity, including modelling values and vision	✓	
Commitment to support the aims of the Governing Body	✓	
Flexible and able to manage competing deadlines, prioritising appropriately and maintaining good humour	✓	
Evidence of commitment to and understanding of collective responsibility	✓	