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Application Pack

Post of Principal at Ashwell Alternative Provision Academy

October 2017

September 2017

Dear Applicant

**Appointment of Principal,**

**Ashwell Academy**

I am delighted that you are interested in applying for the Principal vacancy at Ashwell Alternative Provision Academy. This is an exciting opportunity to become a key leader of our great team and we hope you will decide to apply if you can match our requirements. I hope you find the attached information useful.

Before completing the application form, please read the attached Job Description and the Person Specification for the post along with the attached information pack, which explains the application and recruitment process. The person specification outlines the experience, knowledge and skills that we require for the post. Please address these aspects of your professional career in your application specifically and complete the application form as fully as you can.

Your references should include your present or most recent employer and we would ideally like to contact them prior to interview. If you are a serving Headteacher then we hope to be able to obtain a reference from your Chair of Governors or Chair of the Board and also from the Local Authority or School Improvement Partner.

If you are disabled and need special arrangements to access the selection process please tell us on the application form what we can do to adapt our processes so that you are able to compete with others on an even footing.

We hope that once you have received the information about and researched our post, you feel inspired to come and meet our pupils and staff and look around the Academy. If you wish to discuss the post with our Consultant Principal who is supporting the Academy pending this appointment, then please call Chris Mulqueen on mobile 07595 568831. If you wish to arrange a visit please email me - [eunice@evanshull.karoo.co.uk](mailto:eunice@evanshull.karoo.co.uk) .

Thank you again for your interest in the vacancy; we look forward to meeting you and receiving your application.

Application forms are accepted by email: [murray.d@ashwellacademy.com](mailto:murray.d@ashwellacademy.com) by post or by hand to The Chair of Governors, Ashwell Academy, Snowdon Way, Bransholme, Hull, East Yorkshire, HU7 5DS. Please ensure your application reaches us by noon on Friday 13th October; shortlisting will take place on 16th October and interviews will take place on 25th and 26th October 2017.

Kind regards

Eunice Evans

Chair of Governors

Ashwell Academy

# **Ashwell Academy -** Working for us

## About us

Ashwell Alternative Provision Academy is a single converter academy situated to the north of Hull with open aspects. It also sits on the boundary of the East Riding, very close to the village of Wawne. It provides Alternative Provision education to students aged between 11 and 14.

Our curriculum intends to meet the varied and individual needs of all of our students in that we offer a broad and balanced curriculum that enables students to engage and re-engage with learning whilst studying mainstream subjects at Key Stage 3.

Our curriculum is highly flexible and tailored to individual need and may change over time. We look for every opportunity to be innovative and maintain a 21st Century offer to students.

The academy provides a warm and friendly environment with staff and governors working together to provide a happy, secure and caring environment. We value the positive impact that restorative practice brings to the school community where all are valued and respected.

## Ethos and mission

We believe that students have an educational entitlement, regardless of previous performance. It is our mission to develop curriculum success for all. Through modified learning approaches and intense learning packages, we aim to bring students’ learning back on track so that we might accelerate progress and close the gap for those demonstrating regression from KS2 or mainstream.

## Designation/registration

The academy currently has 40 students on role; the local authority commission 40 places with additional places commissioned by secondary schools.

All students within the academy have SEND needs, a proportion of which have EHCPs or are being assessed for EHCPs. Students benefit from a range of therapeutic support and individual plans to meet their needs.

The structure of the student intake is dependent on commissions but usually follows a two group structure in each year group. This is supported by an expansion group in Year 9 from Easter onwards.

## Ofsted reports

At our Ofsted inspection of March 2016 the academy was judged to Require Improvement and the Governing Body and staff have worked hard since that time to progress in areas identified as needing improvement.

We have commissioned extensive support from Aspire Academy, including a consultant Principal who is currently working alongside staff and governors to improve these areas further. This has brought about dramatic improvements as we await our next monitoring visit.

In recent lesson observations, almost 90% of lessons assessed were judged as ‘good or better’ and we look forward to appointing a new senior team to embed the systems we need to build on these improvements.

## Staff team

Once the Principal is appointed the Trustees propose to restructure the senior team to meet the developing needs of the academy so this will be an opportunity for the new appointee to shape their team and contribute to the recruitment process.

The academy currently comprises 10 teaching staff and 10 support staff who are assisted by four administration staff, caretakers and site services staff.

## Facilities

The academy is situated within a converted primary school and as such is very spacious. It has excellent teaching and learning facilities which are part of a regular update programme. There is a separate Vocational Centre on site with Catering and other facilities which need to be developed to suit the needs of the current student groups and potential school clients. This brings opportunities to generate income and support our wider provision.

# Living here; the local area

Ashwell Academy is a single converter academy situated on the outskirts of the City of Hull and near the beautiful East Yorkshire countryside, with all that the City of Culture 2017 has to offer. The academy is within easy reach of the city, the stunning East Yorkshire coast, rural villages and the historical rural town of Beverley.

Hull offers a huge variety of cultural events and access to a range of museums, art galleries and live performance venues, which cater for all artistic tastes. It is a vibrant university city offering a great student social life around the Avenues area and the local village of Cottingham. The University is a hub of activity for Hull residents providing a rich diversity of learning opportunities and community events.

## Leisure time

There is a vibrant sports and social scene in Hull with two national rugby teams and a football team – all are well supported and offer excellent social events.

Local clubs and sports centres provide a wide variety of sport and music/art events, and there are many festivals in the area which attract international artists and sportsmen and women. The City Hall and the New Theatre in Hull and the East Riding Theatre in Beverley offer performances and music of all genres as well as those offered at various smaller venues.

## Schools

There is an excellent choice of good schools in the area if you are considering moving here with a family. Most primary schools in Hull and the surrounding area are rated at least good or outstanding by Ofsted. We have a large number of Nurseries and Early Years settings also rated as good.

Secondary education is provided by a number of academies and Multi Academy Trusts. There are several independent schools in the city and just outside it, catering for all key stages. If you are successful in your application we can help you find the right school to suit your family.

## Living in the area – housing

If you are looking to purchase a house then there is a great choice of affordable housing in Hull and the surrounding area; Beverley has been judged as one of the top 10 places to live and work in England over recent years.

## Transport

The road network is excellent with the M62 and M18 motorways linking Hull to all the main northern cities – particularly Sheffield, Doncaster, Nottingham, Leeds and Manchester. It’s always a thrill to cross the Humber Bridge, which links the city to Lincolnshire. Direct trains from Hull make travel easy to other northern cities such as Leeds and Manchester and the development of Hull Trains (now Northern Hull Trains) provides several direct train services to London taking less than 3 hours; so if its bright lights you need in social time it’s still easy to access.

The main estate agents in the area all have websites or check out the range of available property for sale and rent here on RightMove: <http://www.rightmove.co.uk/property-for-sale/Hull.html>

## Relocation

We are able to help with reasonable relocation expenses for applicants currently living too far away to commute. This can contribute to the cost of removal, legal fees and fixtures & fittings or rent up to a maximum sum of £10,000, subject to approval by the Governors.

# Principal advert – Ashwell Academy

Salary scale – L15 – L21 (£55,600 - £64,417) depending on proven skills and experience, plus reasonable relocation expenses for the right candidate.

Start date - ideally January 2018

The Trustees are looking to appoint a dynamic and visionary Principal to secure improvement and our future success.

We are looking for a highly skilled leader to lead and develop the senior leadership of the school. They will work as a critical part of the team with the Governing Board to develop a clear strategic plan; the Principal will work with us to design, recruit and further develop the academy team they need to make the plan a reality.

Ashwell was judged by Ofsted to require improvement in March 2016 and we are well on the way towards becoming a good school. Applicants will need to demonstrate their ability to inspire, challenge, support and empower others to drive forward a strategic vision for the Academy against a background of educational change. They will work with the whole academy community to provide opportunities for good teaching and learning which is exciting for students, along with plans to improve further to outstanding.

The successful applicant will need expertise in supporting students with Special and Additional needs, and to lead in particular:

* Development of secure systems to set and monitor realistic targets with effective use of data to inform future learning,
* Improvement to high quality teaching, learning and assessment,
* Effective multi-disciplinary partnerships,
* An innovative and exciting curriculum to encourage full student engagement,
* A vibrant and stimulating team with a focus on mentoring, coaching, action research and action enquiry.

The full application pack is available at the link here and via our website which will be re-launched on Monday 2nd October.

If you wish to discuss the post with the Consultant Principal who is supporting the academy pending this appointment, then please call Chris Mulqueen on mobile 07595 568831. If you wish to arrange a visit please email the Chair of Governors, Eunice Evans - [eunice@evanshull.karoo.co.uk](mailto:eunice@evanshull.karoo.co.uk)

The closing date is 13th October, shortlisting will take place on 16th October and interviews are planned for 25th and 26th October. Please save the dates!

Ashwell Academy is committed to safe recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. All posts are subject to enhanced disclosure and barring service checks as well as photo ID, checks on employment status and satisfactory medical clearance.

**Ashwell Alternative Provision Academy**

**Job Description**

|  |  |
| --- | --- |
| **Post Title:** | **Principal** |
| **Reporting to:** | Chair of Governors |
| **Responsible for (staff):** | Senior team |

**Summary of main duties of the post**

1. To create a shared vision and strategic plan that inspires and motivates pupils, staff, parents and all members of the school community.
2. To manage effectively teaching and learning; implementing appropriate and agreed changes to academic and vocational provision.
3. To ensure the best outcomes for pupils, identifying priorities for continuous school improvement.
4. To carry out the function of the Designated Safeguarding Lead for the School.
5. To promote excellence, equality and high expectations for pupils and staff.
6. To secure effective day-to-day management, organisation and administration.
7. To ensure a safe and fulfilling learning environment which is engaging for the whole school community.
8. To lead by example in respect of professional conduct and inter-personal relationships.
9. To sustain and develop further a professional community that enables others to achieve through effective relationships and communication.
10. To carry out general and specific duties for a Headteacher as set out by the School Teachers’ Pay and Conditions Document.

**Priorities of the role**

1. **To improve pupil progress to be consistently good or outstanding by ensuring that:**

* below-expected progress is addressed;
* progress-tracking tools are used effectively to identify the need for and impact of additional provision on outcome;
* consistently high expectations are maintained for all pupils, including the most disadvantaged;
* delivery of meticulous personalised interventions provides support for all pupils and challenge for the most able across all areas of the school.

1. **To ensure that the quality of teaching and learning improves throughout the school to be consistently 100% good or better by ensuring that:**

* the impact of additional interventions are effective, with improvements to the pupil progress review process;
* implement a new assessment system that is embedded so that staff can effectively track pupil progress and address the challenge of life without levels, to measure accurately pupil progress;
* pupils are developed to become more independent learners;
* the new curriculum is developed and embedded so that learning is personalised to meet the needs of all pupils.

1. **To ensure that all pupils develop successful behaviour and attitudes for learning in lessons and throughout the school day and all pupils learn effectively in an exciting, fun, safe and supportive environment in which they experience a wide range of relevant learning experiences and can flourish.**

* all pupils develop an appreciation of British Values;
* a robust, comprehensive and effective pastoral system is maintained;
* effective systems are developed to harness the views of young people;
* pupils’ independence is increased, and they are prepared for transition.

1. **Ensure that secure leadership is developed by embedding:**
2. a robust organisational structure;
3. leadership capacity;
4. a leadership structure to aid succession planning and further distribute leadership at all levels;
5. a programme of teacher development, nurturing talent from within to identify future leaders.

**and also ensuring that:**

1. the academy develops the best possible provision leading to positive outcomes for all pupils;
2. the Curriculum and Assessment system is developed, so that the curriculum meets the needs of all pupils and they can prepare for next steps in learning;
3. robust systems are implemented for effective safeguarding of pupils;
4. challenge is rigorous and consistent;
5. collaborative working between extended partnerships both within and outside the school develops appropriate pathways for all pupils;
6. communication with parents and carers, and other partners, is comprehensive and clear;
7. the views of parents and carers are regularly sought to address all aspects of the schools.

**General Duties**

1. The post holder will need to provide continuity in developing excellent teaching and learning throughout the school.
2. To work in line with the 4 domains of the National Standards of Excellence for Headteachers, 2015, given in detail below.
3. To review and develop the school’s policies and procedures for adoption by the Trustees.
4. To ensure that all activities are carried out in accordance with Equal Opportunities legislation and the school’s Equal Opportunities Policy.
5. To undertake your personal Health and Safety responsibilities within the HASAWA 1974.
6. To undertake any other duties which are reasonably assigned to you commensurate with the level of the post.

**Domain one – Qualities and knowledge**

* 1. Work with the Trustees to develop a strategic vision for the school, analysing and planning for its future needs and further development within the local, national and international context.
  2. Ensure that the school’s vision is clearly articulated, shared, understood and translated into real and effective action by all.
  3. Be strategic and rigorous in delivery working in partnership with the Trustees, to meet the highest standards and ensure the best pupil outcomes, setting challenging goals, continuously improving and adapting to changing circumstances.
  4. Take the lead role in school improvement and the School Evaluation process ensuring a broad and relevant curriculum, which embraces innovative approaches to teaching and learning and national initiatives and is at the forefront of best practice to meet the demands of all pupils.
  5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

**Domain two – Pupils and staff**

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.
3. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
4. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

**Domain three – Systems and processes**

1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the Trust board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Principal to account for pupil, staff and financial performance
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

**Domain four – the self improving school system**

1. Build a collaborative learning culture and, with other schools, agencies and partners, continue to build effective learning communities to secure excellent achievement for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
4. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
5. Develop the school as an asset for the local community, to enable all to benefit from the facilities for education, training, health, fitness and recreational opportunities.

**Signatures:**

This job description is current at the date below but will be reviewed on an annual basis (or as need arises) and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed as accurate: .......................................... (manager) Dated ...........................

Signed as received ............................................(job holder) Dated ...........................

# Person specification - post of Principal Ashwell Alternative Provision Academy- Autumn 2017

| CRITERIA | ESSENTIAL | HOW TESTED | DESIRABLE | HOW TESTED |
| --- | --- | --- | --- | --- |
| QUALIFICATIONS AND TRAINING | * QTS * Evidence of further recent relevant professional development. | Application form  Certificates | * NPQH or LPSH * Relevant SEN training and qualifications | Application form  Certificates |
| EXPERIENCE | * At least 4 years proven effective senior management experience * Teaching students with SEND and particularly those with SEMH needs. * Working with families/ carers * Multi-disciplinary working * Leading/managing staff * Leading the monitoring and evaluation of teaching, learning and assessment. * Appraising staff and improving performance of teachers/classroom staff. * Working with LA clients * Managing a budget | Application form/  Reference | * Experience of teaching in more than one phase of education * Work with a range of relevant professional external agencies * Research of best practice, taking part in research and innovative pilot/leading edge practice. | Application form/ref |
| Professional KNOWLEDGE | * SEN with complex needs * Effective teaching for young people with special needs. * School self evaluation and development planning. * Raising standards and monitoring/evaluating outcomes in a specialist setting. * Children and Families Act 2014. * Ofsted framework and Teacher Standards * Understanding of curriculum planning for pupils with a wide range of complex needs. * Understanding of budget management * Advanced safeguarding knowledge | Interview/ref/exercise | * Understanding of the Governance arrangements in an academy. | Interview/ref/exercise |
| SKILLS | * Proven leadership and management skills * Effective management, development and deployment of staff. * Data analysis and methodology to assess progress and set targets. * Ability to make effective and consistent judgements about the quality of teaching and learning * Conflict management skills * Strategic planning skills * Change management skills * Consultation skills * Good decision making based on evidence * Time management and organisation * Effective report writing * Financial management * Ability to build effective relationships with the local and extended community. | Interview and reference | * Collaborative leadership skills * Delegation skills | Interview and reference |
| BEHAVIOURAL COMPETENCIES  /ATTITUDE | * Communicates with clarity * Leads from the front * Change orientated * Visionary * Self motivated and a motivator for others * Team Player * Inclusive and respectful | Interview |  |  |
| OTHER QUALITIES | * Commitment to working with the trustees. * Ability to combine effectiveness with humour, friendliness and warmth | Application form interview  Reference |  |  |

# Information for Applicants - the Application and Recruitment Process

### Application Form

Applications will only be accepted from candidates completing the enclosed/attached application form in full. CVs will not be accepted as a substitute for a completed application form.

## The selection process and timescales for application

The closing date for the post is 12 noon on 13th October 2017 and shortlisting will be completed on the 16th October. If you wish to visit the academy before the closing date please email Eunice Evans, the Chair of Governors, at [eunice@evanshull.karoo.co.uk](mailto:eunice@evanshull.karoo.co.uk) or to find out more about the academy please call Chris Mulqueen, Consultant Principal on mobile 07595 568831.

Candidates selected for interview will be informed on 17th October and provided with details of the interview process to be held on 25th and 26th October. Accommodation will be provided on 25th October if necessary due to long travelling distance from home.

A number of selection tasks will be arranged over the two days to test out the requirements of the person specification and to get to know the candidates. It is also an opportunity for applicants to get to know the school community. As well as meeting the panel of Trustees you will have the chance to explore the academy and meet with students and staff.

If you are selected for interview we hope you will enjoy your time with us, finding out more about the academy and the career opportunities that this position would offer.

# Safeguarding Children

Candidates should be aware that all posts in the academy involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see the job description for the post. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions and cautions, including those normally regarded as ‘spent’ must be declared. The successful applicant’s appointment is conditional upon satisfactory clearance by the Disclosure and Barring Service (DBS).

Any convictions or cautions disclosed by this process will be treated in the strictest confidence and certain types of conviction or caution need not necessarily prevent you from working with us - especially if they were a long time ago.

Your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

You should be aware that provision of false information is an offence and could result in the application being rejected. If appointed on the basis of false information you could be summarily dismissed for acquiring your post by deception and a possible referral to the police and/or the National College for Teaching and Leadership could also follow.

You will be aware if you are barred from working with children that it is a criminal offence to apply for this post and a criminal offence for the academy to employ you.

The academy has a duty to monitor the workforce to ensure race equality, gender equality, and disability equality. We would be grateful if you could complete the accompanying equality monitoring form and return it with your completed application form. The information you provide will only be used for monitoring purposes and it will not influence the recruitment decision. The paper form will be retained confidentially and will be destroyed securely after the monitoring data has been recorded and the recruitment decision is made.

### Invitation to Interview and safer recruitment

If you are invited to interview this will be conducted in person and the areas which it will explore will include suitability to work with children.

If you are disabled and need special arrangements to access the selection process, please tell us on the application form what we can do to adapt our processes so that you are able you to compete with others on an even footing.

All candidates invited to interview will be required to provide original documents confirming any educational and professional qualifications that are relevant to the post (e.g. the original copy of certificates, diplomas, etc.). Where original copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

The successful candidate will also be required to provide:

* Proof of identity such as a current passport or photo card driving licence
* Birth certificate
* Utility bill or financial statement showing candidate’s current name and address.
* Where appropriate, any documentation evidencing a change of name, e.g. marriage certificate, change of name by deed poll.
* Other documentary evidence showing your eligibility to work in the UK. If you do not have a UK passport the UK Borders Agency website has up to date publications on the prevention of illegal working and this lists the acceptable documents to demonstrate the right to work in the UK.
* If you are registered with the DBS update service please bring your DBS certificate with you although the academy may still require you to complete a new DBS check.

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient.

### Conditional Offer of Appointment: Pre-appointment Checks

Any conditional offer will be subject to the following:

* Receipt of at least two satisfactory references (if these have not already been received)
* Verification of identity, qualifications and eligibility to work.
* A satisfactory DBS Disclosure with a check of the DBS lists of people who are barred from working with children.
* Medical clearance and clarification of any adaptations that may be necessary if you are disabled. Confirmation that the health risks associated with the post have been considered and do not pose a particular risk to you in the light of previous illness/pain.
* Consideration of your absence record from your previous employer. If this is higher than acceptable under our absence management procedure we will call you / meet with you to discuss the reasons for the absences before making a final decision.

WARNING

Where a candidate is:

* Found to be on a DBS list of people who are barred from working with children or the DBS disclosure shows s/he has been disqualified from working with children by a court, or,
* Found to have provided false information in, or in support of, his application, or
* The subject of serious expressions of concern as to his/her suitability to work with children

..the facts will be reported to the Police and/or the DBS