



Principal Application Pack

Ravens Academy
Clacton-on-Sea, Essex

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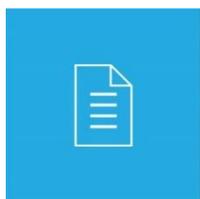
Ravens Academy,
Clacton-on-Sea, Essex



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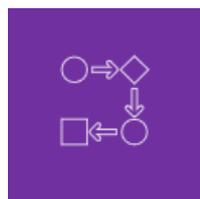
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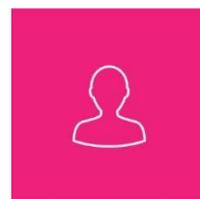
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01. About Academy Transformation Trust



What does it mean to be part of ATT?

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like in education across our trust?

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

It's all about CSI!

ATT is a Multi-Academy Trust (MAT) that legally operates as one organisation incorporating a large group of academies with a shared vision and values. Our academy improvement model is very simple: we Challenge, we Support and, sometimes, we Intervene. We call this approach our 'CSI' model. Our CSI strategy is uniformly used across our Trust – regardless of where each individual academy is on its improvement journey. You could be part of a cross-phase family of 22 academies, 1,737 employees and 12,362 pupils (at September 2019), all working towards the same ambitious goals. While we recognise the individual community context of each of our academies, we are also very clear that we operate as one to ensure all stakeholders can benefit from the efficiencies afforded through our Trust operating model. More importantly, we know we grow, learn and achieve more through the collaboration that runs through our Trust. We routinely harness the very best practice, leadership expertise and development opportunities.

Our Leadership Model

We operate a distinct executive and nonexecutive function, the non-executive line being independent of the executive line, which is why anyone employed by the Trust should not also take on a non-executive role within it. Equally, those appointed to the non-executive line do not involve themselves in operational activities, which remain an executive responsibility, so that the accountability for individual decisions is clear.

We believe every child matters and deserves a first class education.

Our team knows first-hand how to make education better for schools, pupils and their teachers.

For us, the future of UK education relies upon schools working closely together to share best practices, giving every child the best chance in life. We set up ATT to make this vision a reality.

As a not for profit trust, we work with our growing family of primary and secondary academies, and further education providers in the Midlands, East of England and South East.



02. Ravens Academy Information

Ravens Academy is part of the Academy Transformation Trust family of academies.

We are very proud of each of our children and we continue to work hard to inspire every pupil in our academy to succeed and develop.

We are committed to providing a safe, friendly learning environment and our dedicated, creative staff team respond to all of our children's needs enabling them to achieve their full potential.

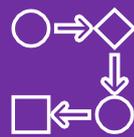
Life at Ravens Academy is fun, enjoyable and enriching. We value and support our families and foster a relationship that shows mutual respect and trust.

High priority is given to quality teaching of English and maths and the use of technologies across the curriculum.



To find out more about Ravens Academy click on the white logo above or visit <https://ravensacademy.attrust.org.uk/>

03. ATT Education Directorate – Leadership and Management Information



Regional Education Director (RED) – Secondary, East/West

Responsible for the strategic leadership and standards in all secondary academies in their ATT region.

Core Purpose:

- Provide leadership and management which enables our Trust to give every student high quality education, promoting the highest possible standards of achievement;
- Secure the long-term success of the region by maximising potential through the skills and resources available from across our Trust;
- Build leadership capacity in every academy;
- Exhibit the leadership and behaviours of ‘the ATT CEO in the region’

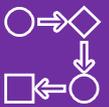


Regional Education Director (RED) – Primary, East/West

Responsible for the strategic leadership and standards in all primary academies in their ATT region.

Core Purpose:

- Provide leadership and management which enables our Trust to give every student high quality education, promoting the highest possible standards of achievement;
- Secure the long-term success of the region by maximising potential through the skills and resources available from across our Trust;
- Build leadership capacity in every academy;
- Exhibit the leadership and behaviours of ‘the ATT CEO in the region’



Executive Principals (EP)

Responsible for the strategic leadership and standards in all academies in their Cluster.

Core Purpose:

- To be responsible and accountable for an agreed group of academies within a Cluster.
- To develop and support ATT's values and vision, sharing expertise, supporting colleagues and our strategic aims.
- To provide dynamic and inspirational leadership, strategic direction, continuous development and accountability for each academy which will secure high standards in all areas of the cluster's work.
- To create cluster EIPs and academy EIPs (CEIP and EIP) derived from robust cluster and academy self-evaluation.
- To have a secure knowledge of the context and needs of each academy community when considering educational changes and their impact.
- To explore opportunities which will improve the learning, progress and educational environment for all children and students, both now and in the future.
- To ensure an accurate and robust evaluation of each academy's performance and next steps.
- To deploy a range of resources, including human resources and financial, to achieve each AIP in accordance with our strategic vision.
- To ensure standards improve in all cluster academies.
- To ensure teaching quality is at least consistently good in all cluster academies and continuously improves
- To report to REDs on the cluster's key strengths, issues, progress, impact and priorities.





04. Job Description

Principal, Ravens Academy

Job Purpose:

The Principal will work strategically to lead and develop Ravens Academy, supporting it on its mission to becoming RI, Good then Outstanding. The post-holder will build on the academy's current strengths and drive forward areas of improvement, working closely with the Executive Principal to improve all aspects of student achievement, experience, learning, teaching and performance of the academy as a whole. The Principal will embody and add value to the mission and sense of purpose for the academy and vision for the wider Trust.

In addition, the Principal will manage and lead the academy in accordance with the current school Teachers pay and conditions document, the policies of the Trust (including its annual budget), applicable legislation and statutory guidance. The Principal, working with the Local Academy Committee and under the direction of the Executive Principal, will develop a strategic view of the academy in its community and analyse and plan for its future needs and developments.

Key responsibilities:

- To embrace our vision and take an active role in promoting our Trust
- To establish a culture that promotes excellence, equality, high expectations and aspirations of all children in its care
- To continue to develop a culture and systems which ensure that safeguarding and child protection are of the highest priority
- To embrace and effectively participate in all CSI activities and collaborative forums such as Strategic Development Groups (SDGs), Educational Finance Accountability Meetings (EFAMs), Team Network Groups (TNGs) and others
- Develop and update the academy Evaluation and Improvement Plan (EIP) ensuring that it is updated regularly throughout academic year, particularly following all CSI activities
- To fulfil a Trust-wide education portfolio lead role in a particular area to be agreed
- To work with and under the direction of the Executive Principal and Cluster lead in developing, evolving and embedding all academy policies and procedures
- To ensure that children are offered world class 21st century learning opportunities
- To ensure that the vision detailed in the education brief of the academy becomes and remains a reality
- To be responsible for the overall management of all academy resourcing, in collaboration with regional colleagues (HR, finance, Estates and ICT)
- To support the development of our family of academies

Specific Responsibilities

Pupils - The Principal will ensure that:

- Pupils are always engaged in safe and healthy educational activities in an environment that is rich and exciting and designed to promote enjoyment and excitement in learning
- Progress of pupils of the academy is monitored and recorded in such a way that, at each stage of development, sufficient information is available to make the most accurate and appropriate decisions concerning individual pupils
- Pupils receive efficient, effective and appropriate education according to their individual needs and abilities
- The behaviour management policy of the academy is implemented effectively
- The academy is committed to a strong character education provision

Safeguarding – The Principal will ensure that:

- An appropriate senior member of the academy leadership team, is appointed to the role of designated safeguarding lead (DSL) who has the appropriate status and authority within the academy to carry out the duties of the DSL role
- They oversee the work of the DSL to ensure compliance in safeguarding and child protection (including online safety).
- The DSL has the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- All safeguarding related policies (especially the whistleblowing policy and staff disciplinary policy) are also properly embedded within the academy and there are named contact within the academy for these policies
- Allegations against staff are managed effectively and appropriately, making the appropriate referrals and working in partnership with their HR colleagues

Curriculum - The Principal will ensure that:

- The quality of education is of the very highest standard
- There is a core curriculum which is broad and balanced
- The academy takes account of local and national initiatives and policies relevant to teaching and learning
- There is commitment to promoting learning at every level and exploring the development of new strategies and techniques including technologies
- There is the use of the latest environmentally sound technology in all aspects of the work of the academy

04. Job Description

- There is a developmental and inclusive approach, which is supportive and reflects the core values of the academy, making it a place where all young people will feel welcome and where their individual needs will be met
- There is an enquiry and active learning orientated curriculum which develops pupil self-worth, confidence and self-esteem
- There is a curriculum model which is ambitious and appropriate for all pupils

Ethos - The Principal will maintain:

- Our vision to aspire the creation of a learning community whose cohesion will be built and sustained by a culture based on citizenship, respect, trust, honesty, well-being and financial independence
- Our vision to provide the best quality teaching with cutting edge techniques, including the latest technology so that learning is challenging and engaging
- An environment where we have high expectations of every child regardless of context
- High morale, with the Principal setting an example of professional standards and leadership.

Staff - The Principal will:

- Support all members of staff in the performance of their work by providing clear expectations and guidance, encouraging responsibility in their own management and valuing everyone's contribution and responsibility
- Implement our policies, providing guidance, support and training to ensure all members of the academy's staff are held to account, thus ensuring a positive framework for staff development and achievement
- Ensure that there are clear procedures for recruitment and retention of staff and that these comply with 'best practice' and all legal requirements
- Ensure that staff are responsible for promoting and safeguarding the welfare of children for whom they are responsible or with whom they come into contact.
- Support staff development to enable all staff to achieve their professional potential

Finance & Resource Management - The Principal will:

- Manage a budget for the academy, in partnership with our Finance and Operations team, agreeing priorities for expenditure, allocating funds and ensuring effective administration and control, determining long term and short term budgets
- Develop a culture for bidding for appropriate external funding
- Manage and organise accommodation and resources efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

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- Under the management and direction of the Executive Principal, recruit, retain and deploy staff effectively and efficiently.

Parents/Carers - The Principal will:

- Ensure all parents/carers are given regular information about the progress of their children, the curriculum and other matters affecting the academy
- Encourage family involvement in, and support, for the academy, including access to any extended services, extra-curricular opportunities, homework and other education visits
- Maintain a high profile within the local community, developing the academy as an integral part of the locality.

Other - The Principal will:

- Maintain links with organisations representing staff
- Liaise as necessary with other recognised bodies or agencies in the furtherance of the academy's needs or those of any child, employee or parent/carer.



05. Person Specification

Principal, Ravens Academy



	Essential	Desirable
Professional Qualifications/ Training	<ul style="list-style-type: none"> • QTS • holds NPQH or evidence of further study • held variety of roles and responsibilities with experience of EYFS, key stage 1 & 2 	<ul style="list-style-type: none"> • undergone safer recruitment training • evidence of recent and relevant continuing professional development
Experience of	<ul style="list-style-type: none"> • deputy headship or substantial experience in an equivalent senior position in primary education • substantial, successful and varied teaching across the primary age range • working with children with a variety of needs 	<ul style="list-style-type: none"> • experience of headship • experience of leading safeguarding
Safeguarding	<ul style="list-style-type: none"> • displays commitment to the protection and safeguarding of children and young people • has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people • will co-operate and work with relevant 	<ul style="list-style-type: none"> • holds training and qualification for 'designated child protection'
Shaping the future	<ul style="list-style-type: none"> • demonstrate strategic thinking and build on a coherent vision for an inclusive academy • demonstrate creativity, innovation and use of appropriate technologies to ensure the academy 'achieves excellence' • will ensure our vision is clearly articulated, shared and implemented in a range of compelling ways • can motivate and enthuse all staff in the development of the academy • can lead and respond effectively to change and challenge. 	<ul style="list-style-type: none"> • has had significant experience, within a primary school/academy of leading and bringing about effective school improvement.

05. Person Specification

	Essential	Desirable
Leading, learning & teaching	<ul style="list-style-type: none"> demonstrates excellent understanding of the principles of effective teaching and learning has excellent and current knowledge of curriculum requirements and can implement, monitor and support these effectively can articulate and demonstrate characteristics of outstanding teaching and learning for pupils of all abilities takes a strategic role in the development of new and emerging technologies to enhance and extend the learning of all pupils has a successful, proven track record of monitoring, evaluating and improving the quality of teaching and learning has an excellent understanding of assessment and how it can be used to improve pupil progress 	<ul style="list-style-type: none"> has a track record of securing high standards and at least good progress for all pupils is an outstanding classroom practitioner within key stage 1 and 2 has a track record that demonstrates the very best quality of teaching and learning for all pupil groups including SEND and vulnerable pupils has a proven track record in setting challenging targets, monitoring and evaluating effectively to challenge poor performance and celebrate success
Developing self and working with others	<ul style="list-style-type: none"> can develop and maintain effective strategies and procedures for staff induction, professional development and performance review can ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities develop and maintain a culture of high expectations for self and for others review own practice, set personal targets and take responsibilities for personal development manage own workload and that of others to allow appropriate work/life balance 	<ul style="list-style-type: none"> can demonstrate a proven track record of developing self within an educational context
Managing the organisation	<ul style="list-style-type: none"> ability to articulate and communicate the vision and values that make the academy unique ability to secure high levels of engagement from staff which enable excellent pupil achievement enthusiasm to take the academy forward through a process of change, development and on-going improvement which is based on critical evaluation, sound planning and challenging targets ability to facilitate the successful development of the academy site experience of recruiting, selecting and interviewing staff 	<ul style="list-style-type: none"> has a proven track record in understanding and applying the principles of academy financial management and planning has a proven track record in demonstrating best value

05. Person Specification

	Essential	Desirable
Securing accountability	<ul style="list-style-type: none"> • can maintain an effective working relationship with the Local Academy Committee to enable them to meet their statutory responsibilities for learning, teaching and standards • is committed to making the school effectively work towards the academic, spiritual, moral, social, emotional and cultural developments of its pupils • committed to regular, rigorous self-evaluation and can address under performance promptly to bring about improvement and progress relating to all pupils • ensure statutory responsibilities in Health and Safety and safeguarding are fulfilled • has experience of using evidence including external performance data to maintain and improve academy performance • can ensure staff accountabilities are clearly defined, understood and reviewed with all staff held to account for their performance 	<ul style="list-style-type: none"> • proven track record of presenting all aspects of school performance to a range of audiences including governors, parents and wider community
Strengthening community	<ul style="list-style-type: none"> • significant experience of working effectively with parents/careers and the local community • developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibilities for the outcomes • communicates persuasively and sensitively the ethos of the academy and values of our Trust to the local community • committed to community provision 	<ul style="list-style-type: none"> • proven track record in building and maintaining effective relationships with all members of the school community to enrich learning



06. How to apply



Ravens Academy, Clacton-on-Sea, Essex

Salary:

Competitive

Closing date:

Noon – Wednesday 22nd April

Interviews:

Wednesday 29th April

Queries about the role:

For an informal discussion regarding the role please email Mia-Rae Brown on mia-rae.brown@academytransformation.co.uk to arrange a call back from the Regional Education Director.

Applying

Please apply by visiting:

<https://www.academytransformationtrust.co.uk/vacancies>



#TransformingLives

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