



BOVINGTON
AN ASPIRATIONS ACADEMY



Bovington Academy **Principal** **Application Pack**



ASPIRATIONS

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Chair of the Regional Board

Mandy Lancy

Welcome



The Governing Body are seeking to replace our Principal who is taking early retirement at the end of this academic year. The successful candidate will continue to build on our academy's current strengths and successes to ensure that pupils continue to thrive at Bovington Academy.

Under the outgoing principal, Bovington has developed from an inadequate school to one that is recognised as outstanding in most areas.

Bovington has a strong sense of community, which is vital as over half of our pupils come from service families and therefore their time with us often starts and ends in the middle of their primary education. We set ourselves high standards in behaviour and attendance and champion the wellbeing and safety of our staff and pupils.

We are looking for a new Principal who will be visionary, approachable, supportive and empathetic; a true leader. You will be passionate about the development of teaching and learning and want the best outcomes for children. You will work collaboratively with our wider Trust family, which is committed to educational improvement and constantly striving for excellence. You will have the ability to engage and communicate clearly with all our stakeholders and represent the academy in our wider educational networks.

We expect our future Principal to continue their own personal development and will provide professional mentoring, alongside support from an experienced central team, to enable you to flourish in this post.

You are warmly invited to come and visit the academy. We look forward to receiving your application.

Vision & Values

A place to belong, a place to believe, a place to achieve!



The values of self-worth, engagement and purpose are the foundations of the Aspirations Trust Academies and can be seen within all areas of school life at Bovington Academy. If pupils feel good about themselves they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

We strongly believe that with big dreams and hard work, anything is possible. We inspire our children to dream about the future while being inspired in the present to reach those dreams with resilience, creativity and a sense of community.

What Ofsted (Oct 2023) said about us:

'The values of self-worth, engagement and purpose are understood by all. This is reflected in pupils' exemplary behaviour'.

'Pupils thrive at Bovington Academy. They are happy and curious. Pupils describe their school with pride, especially the warmth and care they receive from staff. Pupils also care for and respect one another. They welcome everyone into their community'.

'Staff feel valued and supported. They are united in their purpose to do the very best for the children in their care'.

The 8 conditions that make a difference to raising pupil aspirations and are linked throughout our curriculum offer are:

Belonging

Heroes

Sense of Accomplishment

Fun and Excitement

Curiosity and Creativity

Spirit of Adventure

Leadership and responsibility

Confidence to Take Action



About

Bovington Academy

Bovington Academy officially opened as part of the Aspirations Academies Trust on 1st July 2019 and at a recent OFSTED Inspection that took place in October 2023, the school was graded as a good school, with outstanding judgements in Leadership & Management, Behaviour & Attitudes and Personal Development.

There are currently 7 classes across an age range of 4-11 and we have approximately 180 children on roll. We are proud to serve a unique catchment area, including Bovington and the local garrison between Allenby and Stanley Barracks.



Approximately 70% of our children have a parent or carer that is in the services and we have good working relationships with the community for the benefit of our children. We pride ourselves on providing a nurturing environment in which children from all backgrounds feel included and able to take part in enriching learning experiences and where parents and carers feel confident about sending their children.

Our staff are passionate about providing the very best education and we offer a varied and engaging 'No Limits' curriculum that we believe develops our children, providing them with future skills, knowledge and experiences so they are ready for the next exciting chapter in their lives and education when they leave Bovington Academy.

As an academy, we have high standards both academically and in our expectations for behaviour. We expect our children to attend school regularly, work hard, look smart and respect each other. Furthermore, we have high aspirations and recognise children as unique individuals with specific talents and needs.

At the heart of our approach is the development of the values of self-worth, engagement and purpose for all children. Children come to us with different starting points and experiences and it is important to acknowledge this. We work hard to ensure a sense of belonging is established from a child's first day. Our approach is a focus on the 'whole' child, providing them with the best opportunity to reach their full potential.

'Pupils enjoy learning here. They are encouraged to ask questions and discuss their ideas. The school's curriculum is relevant to pupils'. OFSTED Oct 2023

Job Description & Personal Specification



Post Title	Principal (Full Time, Permanent)
Salary/Grade:	L13 - 19 + performance bonus
Start Date:	1st September 2025
Academy:	Bovington Academy
Closing Date:	22.01.25
Interview Date:	05.02.25
Disclosure Level:	Enhanced



Job Description

The Principal of Bovington Academy will carry out the professional duties as set out in the Trust's contractual framework for teachers and abide by the Headteacher Standards.

The Principal is responsible for all aspects of the internal organisation, professional leadership and strategic direction, budgeting, safeguarding and premises controls within the academy. They will create a culture of constant improvement, be an inspirational leader and be committed to the highest aspirations for all.

The main aspects of the role:

- Create an environment where all children and staff feel valued and have a strong sense of belonging.
- Safeguard all stakeholders and expect safeguarding to be everyone's responsibility.
- Promote equality, equity and inclusion irrespective of race, gender, ethnic origin or disability.
- Drive the continuous and consistent focus on raising achievement and improving pupil outcomes.
- Develop teaching and learning of the highest quality.
- Promote a school that enables all pupils to access a broad and balanced 'No Limits' curriculum.
- Implement the Aspirations Academies Trust vision and ensure it is understood by all stakeholders.
- Maintain a positive profile in the community – local and national.

The Principal will:

1. Shape the future by leading strategically

- Develop and implement a strategic plan, underpinned by sound financial planning which secures continuous school improvement and also challenges, motivates and empowers others to attain ambitious outcomes.
- Ensure the raising of aspirations, achievement and attainment through the fostering of an inclusive, sustainable and innovative lifelong education environment.
- Ensure a close working relationship with other Aspirations Academies, sharing staff and resources, whilst at the same time maintaining the distinctive educational qualities of the academy.
- Effectively market and promote the academy to a range of audiences.

2. Lead learning and teaching

- Develop an inclusive and supportive approach so that the academy is a place where all young people feel welcome and can thrive.
- Secure and sustain effective teaching and learning throughout the academy by monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement for all.
- Ensure that effective and appropriate pastoral support is available to students.
- Establish creative, responsive and effective learning in all curriculum areas and ensure relevant CPD supports staff to deliver this.
- Embed the Trust's Core Guiding Principles into every aspect of the culture of the academy and promote the acquisition and application of knowledge along with the development of the Trust's 'No limits' education offer.

3. Raise aspirations, achievement and attainment

- Address the needs and aspirations of each student through personalised learning and mentoring.
- Celebrate student and staff successes to secure positive self worth.
- Use assessment data to set challenging targets and high expectations for all.
- Challenge practice to ensure a stimulating learning environment.
- Ensure academy-wide priorities are consistently and effectively implemented and monitored through an Academy Improvement Plan.
- Ensure robust and effective review systems lead to continuous improvement.
- Lead pupil progress meetings and use pupil progress data and outcomes rigorously to optimise learning for all children and to drive up standards of teaching and learning.
- Establish creative, responsive and effective approaches to teaching and learning.
- Implement and use a thorough monitoring evaluation cycle to ensure that planning and provision tackles any areas of weakness and celebrates successes.
- Tackle under-performance at a range of levels and hold those to account who do not meet expected standards.

- Liaise with subject leaders to ensure the development of each curriculum subject is broad, rich and consistent.
- Monitor key professional practices on a regular basis ensuring all relevant policies are adhered to and meet the needs of the academy.

4. Develop self and others

- Develop a culture of personal responsibility and motivation to enable a shared contribution to a purposeful and transparent vision.
- Ensure a high standard of professional development for all staff and work alongside the Aspirations Learning Institute to formulate a high-quality professional development offer for all.
- Work with all staff to build effective teams through coaching, mentoring and time to discuss best practice.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and to keep own skills and knowledge relevant.
- Encourage, support and lead staff to work with staff in other Aspirations Academies to promote the sharing of good practice and school improvement.

5. Lead the organisation

- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academy.
- Lead by example and be a highly visible presence around the academy.
- Establish collaborative and open relationships with all stakeholders.
- Critically evaluate the academy's performance and report outcomes to the Regional Board.
- Communicate openly with the Academy Improvement Director on a regular basis.
- Ensure that communication channels exist enabling all staff to receive the information they need in order to carry out their professional duties effectively and to be able to ask questions and share their ideas.

6. Managing the organisation

- Ensure all safeguarding and health and safety procedures are rigorously followed.
- Ensure the smooth day-to-day running of the academy.
- Work with senior Trust staff to recruit and retain staff of the highest quality and work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Ensure the effective implementation and operation of Aspirations Academies Trust common systems in Bovington - Arbor, IMP, CAFM, DC Pro Assessment, Managed IT, My Concern, etc...
- Take responsibility for the collection of data and making returns of all statutory requirements to the Department for Education.
- Plan and manage the academy's financial resources and maximise the level of external funding that is attracted to support its development and ensure that the academy works within the financial budget set.
- Actively promote and foster the importance of pupil and staff behaviour that shows respect, consideration and thought for others.
- Contribute to school self-evaluation and ensure improvement plans and policies promote continuous school improvement.
- Attend Regional Board meetings and lead sub-committee meetings where appropriate.
- Work closely with parents to promote a joined-up approach to learning and support teachers to ensure parents are informed about their child's learning and spiritual, moral, social and emotional growth.
- Monitor resources and to oversee the deployment of them, ensuring value for money.

7. Managing professional standards

- Ensure the highest standards of professional conduct and confidentiality at all times. Set a good example in terms of dress, punctuality and attendance.
- Uphold the academy's behaviour code and uniform regulations. Support staff where necessary to communicate with parents when there are concerns with academic work, behaviour or uniform.
- Participate in staff training and meetings. Organise / lead INSET as required.
- Develop and maintain good relationships with all stakeholders and partners.
- Be a proactive member of SLT and instil confidence and respect from colleagues.
- Have a high level of written and spoken English to ensure professional standards are met at all levels and communication is of a high level.

8. Securing accountability

- Contribute to, and articulate, an ethos, which enables everyone to work collaboratively.
- Ensure all staff have clearly defined responsibilities and accountabilities.
- Establish strong senior and middle leadership roles within a distributed leadership structure.
- Secure robust academy self-evaluation and quality assurance procedures.
- Take a lead role in staff growth conversations (appraisal).
- Ensure that all children make optimal progress even when there are barriers to learning, through excellent systems and provision for all.
- Hold difficult conversations where necessary to ensure high standards are always maintained.
- Update policies and ensure staff adhere to these policies.
- Report to the Regional Board.

9. Lead in the community through collaboration

- Maintain rich partnerships with families, the community and other local schools.
- Ensure a range of community-based learning experiences and promote employability and cultural capital links.
- Collaborate with other agencies to ensure pupil and community needs are met.
- Develop the academy's extended school provision, including extra curricular offer and wrap around care.
- Actively support the diversity of the Academy's community and students.

10. Support the work of the Aspirations Academies Trust

- Develop and maintain the Aspirations ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum.
- Develop strong, positive relationships with colleagues in the Aspirations Academies Trust, contribute to collaborative work across Aspirations Academies and support other staff in participating in Aspirations Academies Trust work.
- Participate in Aspirations Academies Trust and sector-wide activities in order to share best practice, contribute to the development of Aspirations Academies Trust strategies and policies and promote the Bovington Academy and the Aspirations Academies Trust in a local and national context.
- Provide advisory support to other Aspirations Academies as required.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of the Appraisal system to clarify individual responsibilities within the academy and Trust structure and to ensure the character of the post as identified remains relevant.

The Principal will be expected to comply with any reasonable request from the Academy Improvement Director or Chair of the Regional Board to undertake work of a similar level that is not specified in this job description.

The academy will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition in line with their skill set and abilities to fulfill the role.



Personal Specification

A - at application

R - through the recruitment process

Knowledge and Qualifications	Essential	Desirable
Degree or equivalent	A	
Qualified Teacher Status	A	
Evidence of continued professional development	A	
NPQH (or is currently undertaking or will start the course before the role begins)	A	
High levels of involvement in safeguarding with relevant in school or external qualifications or course attendance	A	
Professional Experience	Essential	Desirable
Experience at Headteacher, Head of School, Deputy or Assistant Headteacher level	A	
A proven track record of successful leadership and delivery of learning for all groups of pupils	AR	
Experience in the analysis of performance data for the purposes of target setting and evaluation	AR	
Experience of monitoring and improving the quality of teaching and learning	AR	
Experience of effective behaviour management and a commitment to ensuring that student behaviour is outstanding	A	
Experience of coaching and mentoring and leading CPD for all staff		A
Experience of systematic and rigorous school self-evaluation.	AR	
Success with working with parents and the local community		A

Personal Aptitudes, Qualities and Skills	Essential	Desirable
Hard-working and able to thrive and manage pressure points	A	
Professional and positive manner	A	
Passion for teaching	AR	
Reflective		A
Commitment to vision and values	AR	
Effective communicator and interpersonal skills	AR	
Team work	R	
Raising Aspirations	Essential	Desirable
Evidence of effective leadership of the curriculum	A	
Involved in monitoring effective teaching and learning	AR	
Promotes a curriculum beyond the NC	AR	
Experience of successfully initiating, implementing and evaluating change and development.	AR	
Understand and practice inclusion so that all have the opportunity to be the best they can be.	A	
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils.	A	
Acknowledges excellence and challenges underperformance	A	

Managing the Organisation	Essential	Desirable
Able to demonstrate working knowledge of the principles and strategies of school improvement and the principals and practice of dispersed leadership and accountability.	A	
Ability to create policies, though informed decision making, consultation and informed judgements.		AR
Knowledge of strategic financial planning, budgetary management and application of the principles of best value.		AR
Ability to manage a school on a day to day basis including delegation management of tasks and monitor their implementation.	AR	
Awareness of health and safety requirements		AR

About



ASPIRATIONS

Self Worth, Engagement and Purpose

The Aspirations Academies Trust is a successful and rapidly growing sponsor of primary, secondary and 'all through' academies (3-18 years) within four distinct regions: Banbury, Dorset, Bournemouth and Poole and West London. We are committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves in an ever-changing world.

The vision and values of Aspirations is that there is equality of opportunity for all and this is defined in our NO LIMITS curriculum model. We recognize that as well as knowledge, students need to develop their ability and skills within real-world contexts. We want our young learners to take the lead in using this knowledge to find solutions and think deeply. We value ingenuity, creativity and risk-taking so that development in core and applied learning is unified.



At whatever stage a child joins an Aspirations Academy, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications to meet their needs, the development of skills essential to success in the interconnected and highly competitive world of employment, as well as encouraging the highest aspirations.

POWER SKILLS



Safeguarding

Recruitment Procedure

Safer Recruitment Procedure

Aspirations and Bovington Academy are committed to safeguarding and promoting the welfare of all children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. Social media background checks may be undertaken for those shortlisted.

Equality and Diversity

We welcome applications from people with disabilities and guarantee an interview for those with a declared disability should they meet the minimum criteria for the job. The Equality Act 2010 defines disability as “any physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities

This role is UK based and your Right to Work will need to be established as part of the appointment process. Bovington Academy school will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination a person who will not on the appointment panel will conduct the search and will only share information if and when findings are relevant and of concern

Disclosure

This post is classified as having substantial access to children, and appointment is subject to enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form. Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application. Observations for longlisted candidates may take place before a shortlist is drawn up. You will only be contacted if your application is successful.



COME AND SEE US!

Our children, staff and parents are an absolute credit and we look forward to introducing prospective candidates to them.

Visits to our academy are welcomed. If you would like to make an appointment for an informal visit to the Academy before applying, please contact Claire Woodward (Office Manager)

cwoodward@bovington-aspirations.org

Interview

Those shortlisted will then take part in an interview process with questions relating to the job description and person specification. There will also be a presentation and specific tasks relevant to the role. This information will be forwarded to those successfully shortlisted and invited to interview.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

For more information please visit our website
<https://www.bovington-aspirations.org>

or check out our Facebook pages at
aatbovington

