



PRINCIPAL RECRUITMENT

APPLICANT INFORMATION PACK

WELCOME TO OUR ACADEMY

Learn together, lead together.





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WELCOME FROM THE CHAIR OF TRUSTEES

Dear Colleague,

Thank you for expressing an interest in this post. We are seeking an outstanding person to become the next Principal of Joseph Leckie Academy from September 2025. We are looking for a leader with special qualities, who will continue to develop the Academy and further improve the attainment and progress of our students.

If you are the person we are looking for you will believe passionately that all children, regardless of background can make strong academic and personal progress and succeed in life.

The right person for this role will be:

- A successful leader (to at least Vice Principal level) with an excellent commitment to teaching and learning;
- An excellent communicator with a strong dedication to collective working and motivating our staff;
- Able to provide strong, nurturing, professional leadership which serves our community and continues to positively build on the excellent work of our academy.

If you are the person we are looking for you will have the following leadership skills:

- Competence and previous experience of operating at least Vice Principal level.
- A strong sense of what brings success in schools with high levels of disadvantage and a clear track record of raising performance and partnership working.
- Proven experience of building community relationships in a diverse and multi-cultural setting.

Strong belief in building professional capital in all staff.

- A deep understanding of what works in teaching and how to improve teaching quality.
- Strategic leadership of significant school-wide improvement resulting in raised standards of student academic and personal achievement.
- Confident and uncompromising leadership of behaviour, attitudes to learning and parental engagement.
- Outstanding communication in both speech and writing.
- Holding staff to account, quality assurance and effective appraisal.
- A commitment to improving outcomes for the students within our academy.

This is a really exciting time to join the academy as we move from being a Single to a Multi Academy Trust and become a founding member of the new Forge Brook MAT. The new Principal will play a leading role, working as part of a wider executive leadership team, in shaping the new MAT as it grows and develops.

The Board of Trustees will ensure that Joseph Leckie Academy provides the very best educational success for our students.

If you think that you may be the right candidate for this exceptional role, then we look forward to receiving your application.

Yours sincerely,
Lisa Ingram

WELCOME FROM THE CHIEF EXECUTIVE OFFICER

Dear Potential Applicant,

Thank you for taking the interest you have shown in our Principal vacancy here at Joseph Leckie Academy.

This is a really important position for our academy and we are looking for a skilled, dedicated and passionate leader who will join us as we enter the next phase of our journey as an academy and as part of our newly formed Multi Academy Trust. We are looking for someone with the right skills, knowledge, experience and wisdom that is required to be a successful leader in a large and thriving academy and, importantly, someone who shares our strong values of empathy, kindness and integrity.

As CEO, I firmly believe that recruitment is a two-way process and it is very important for you to find out as much as you can about us before and during the application process. Visits to the academy before the closing date are very much welcomed, so please do contact us to arrange a visit or to ask any questions you may have. Hopefully, you will quickly get a sense of what Joseph Leckie Academy is all about, what we are striving to achieve and how you could play a significant role in this.

The successful applicant will become the first Principal of the academy within the newly formed MAT. Leaders from the academy are playing a leading role in shaping the new MAT, including the clear belief that every school needs a strong Principal with the authority and decisional capital to make important decisions in the best interests of its students. Trust leaders are clear that every academy within the new Trust will retain and celebrate its own identity, history and future whilst being clear that there is a great deal of strength to be gained from working in formal partnership. As the Trust establishes and grows over the coming years, there will be a range of outstanding opportunities for development and progression for everyone, including the person successfully appointed to this key position.

Joseph Leckie is an academy with a rich history, high expectations of everyone and a strong foundation upon which to build further. In a competitive and rapidly changing world, we face the future together to secure the best possible outcomes for our students.

Here at Joseph Leckie Academy, we have a strong vision and clear aims for everyone. We provide a learning environment where everyone can thrive and enjoy coming to school every day and where students are encouraged to learn and lead together. We are an extremely friendly and supportive academy with an excellent team of staff and positive relationships that underpin all areas of academy life. We believe in equality of opportunity and support the wellbeing and achievement of all.

We also believe in setting high standards for everyone connected to the academy. Our core values are Leadership, Empathy, Community, Kindness, Integrity and caring for the Environment. We call these our 'LECKIE' values and they are very important to us and underpin everything we do.



We want everyone to aim high and develop the belief and self-confidence so that they can go anywhere, do anything, and become whatever they aspire to become – this applies to staff as much as it does to students. We want students to achieve beyond what they ever thought was possible and most importantly, to recognise that everyone associated with the academy is a part of one team, working together for the benefit of all. Celebrating each other's successes is a key part of being a member of the Joseph Leckie Academy family.



We are an outward-facing academy, proud of our growing links and partnerships with other schools, employers, and community organisations. All students benefit greatly from our excellent resources and facilities, our new buildings which enable innovation and an embedded culture of learning beyond the classroom.

We are living and working within times of great change. Joseph Leckie Academy will always seek to be at the leading edge of change and to harness the benefits of change to improve outcomes for all. Our aim is that all our students will leave us fully prepared for the rapidly evolving world of work, able to make a valuable contribution to society and lead healthy and successful lives.

This really is the start of a new chapter for Joseph Leckie Academy as we face the future and embrace the opportunities that are presenting themselves. We are an academy that is proud and respectful of our past and very passionate about moving forward, making the most of every opportunity, being at the forefront of educational debate and change and making a positive difference to the lives of our students on a daily basis.

Joseph Leckie Academy is already one of the highest performing secondary schools in the region and is an exciting and inspirational place to work and study, however there is still plenty for us to work on and improve and we are looking for the right person to lead us forward with this challenge. If you are interested in finding out more, please come and have a look for yourself, I look forward to meeting you and showing you around.

Mr James Ludlow
Chief Executive Officer



Learn together, lead together.



ACADEMY VISION & VALUES



Leadership: We encourage students to take initiative, develop self-confidence, and cultivate a strong sense of responsibility. Through opportunities for growth and leadership, we empower our students to become future leaders who inspire positive change.



Empathy: Understanding and caring for others are at the heart of our school ethos. We foster an environment where students learn to appreciate different perspectives and show compassion toward their peers, community, and the wider world.



Community: We believe in the strength of working together. Our academy values collaboration, mutual respect, and a strong sense of belonging, ensuring that every individual feels valued and connected within our school and local community.



Kindness: Acts of kindness define our school culture. We promote a supportive atmosphere where students are encouraged to be kind in their words and actions, creating a harmonious and respectful learning environment.



Integrity: Honesty and strong moral principles are fundamental to the way we operate. We instil in our students the importance of integrity, ensuring they act with fairness, take responsibility for their actions, and contribute positively to society.



Environment: We are dedicated to fostering an awareness of environmental responsibility. By teaching our students the importance of sustainability and care for the planet, we aim to develop eco-conscious individuals who will safeguard our environment for future generations.



ACADEMY VISION & VALUES

Our Motto:

“Learn Together, Lead Together”

Our Vision:

We are a community with the courage to learn and lead together. We believe in equality of opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.



Our Mission:

At Joseph Leckie Academy, we will:

- Promote our values of empathy, kindness and integrity;
- Value ourselves and each other equally;
- Set high expectations, promote values-driven leadership and encourage a strong sense of community so that every member of the academy can achieve highly and flourish;
- Ensure that every student leaves education with the qualifications, knowledge and skills required to make positive lifestyle choices, to lead healthy and successful lives and to contribute to positively society, enriching their lives and the lives of others;
- Act as guardians of our academy and the wider environment so that future generations may continue to benefit from enjoy the highest quality resources and opportunities

Our Core Values:

- Leadership – we believe in taking positive action and leading others, doing what is right and taking responsibility for our actions
- Empathy – we believe in putting ourselves in the shoes of others and thinking carefully about how our actions will affect other people
- Community – we believe that everything we do should be done in partnership with and for the benefit of our community. We work closely together with members of the community towards a common purpose
- Kindness – we believe that being kind to others and to ourselves is essential for a harmonious and thriving community.
- Integrity – we believe in being honest, doing things properly, fairly and for the right reasons
- Environment – we believe that we have a responsibility to protect and enhance our local, national and global environment and are passionate about leaving things in a better way than we found them

Learn together, lead together.





The academy places a strong emphasis on high-quality teaching and learning, underpinned by the TEEP framework and supported by academy-wide initiatives such as the Metacognition and Self-Regulation project. We have developed a sustainable TEEP training model, with in-house Level 1 and Level 2 training, the appointment of TEEP Level 3 trainers, and networking with other TEEP Ambassador schools to share best practices. A recent SSAT review praised the academy's teaching culture and its positive impact on staff and students, contributing to its achievement of TEEP Ambassador Status. The Metacognition and Self-Regulation project, launched in 2024, focuses on improving lesson engagement, participation, and higher-order thinking through CPD training, expert-led workshops, and staff collaboration via blogs, podcasts, and discussion forums. Regular drop-ins and impact visits are planned to assess its effectiveness. Furthermore, the academy programmes a calendar of Deep Dives to systematically evaluate curriculum intent, implementation, and impact, aligning with OFSTED feedback and its Monitoring and Evaluation Policy. A structured and highly supportive review process follows each Deep Dive to track improvements and ensure sustained progress in teaching and learning across all subjects

Examination Outcomes

Students at Joseph Leckie achieve good outcomes in examinations, with positive residuals taken against expected progress from primary school, year upon year. Similarly, attainment at GCSE is good and improving, with 60% of Year 11 leavers achieving five or more GCSEs and Level 2 grade 4 or above in English and Maths and 42% achieving a grade 5 or above, in these subjects. These excellent results are complemented by over 70% of students achieving a grade 4 or above in English and high attainment rates in Maths and Science. The curriculum at Key Stage 4 allows for all students to achieve a wide-ranging scope of subjects, including access to a range of vocational courses and community languages provision. The wide scope of examined curriculum continues at Post-16 with over 25 options in A-Level and Level 3 vocational studies. Again, examination results present very strong progress for students, with over 98% of Level 3 qualifications achieving a pass grade in 2024, with 78.5% of these being between A*-C grade and 33.5% at A* or A grade.





Careers Education

We are proud of the careers provision at Joseph Leckie Academy. We offer students many opportunities to experience the world of work and develop their work-related knowledge, skills and behaviours in order to prepare them to be successful in the workplace. We have work experience weeks in Years 10 and 12, practice job interviews in Year 11 and external speakers who come and talk to students in all years groups about the different career opportunities available. Our students are supported by an experienced Careers team and have access to our careers advisor in school. We are above the Walsall Local Authority average for positive destinations for our Year 11 students remaining in education, employment or training and the majority of our Year 13 leavers move on to university courses, many of which are at Russell Group universities.

Curriculum

We offer a very broad and balanced curriculum which was praised by Ofsted when they last visited in October 2021. Students complete their option choices at the end of Year 8 and therefore have a 3-year Key Stage 4. We have found this to be very positive for securing strong student achievement. We have recently moved our Information Management System to Arbor and this is proving to be a very positive move. As well as allowing academy staff, teachers and parents improved access to student progress and attainment data, Arbor is complemented by a parent App, which allows instant access to payments, timetables and attendance information for students. In hand with Class Charts, this allows all academy stakeholders to stay on top of student behaviour, attainment and progress to ensure that appropriate interventions are taken, allowing them to excel.



PASTORAL PROVISION



Our Pastoral system is highly developed and includes a number of specialist provision areas for students who require additional support. There are Hubs for students in Key Stages 3 and 4 and Year 11 as well as a SEND Hub, an Internal Alternative Provision and an Alternative to Exclusion room. These additional provisions, along with the dedicated team of staff which includes Pastoral Assistants, a team of mentors, an academy nurse and a counsellor, help to ensure that the pastoral needs of our students are well met. Rates of suspension and exclusion have recently reduced significantly as a result of our improved provision for all students. We maintain our high expectations of all students and strive for consistent application of our behaviour and relationship policy which is focused on restorative practice with clear boundaries, expectations and sanctions in place which we believe are essential to maintaining a safe and harmonious environment where all can thrive. Visitors to the academy regularly comment on the calm and purposeful atmosphere they see and all colleagues work hard to ensure that this is maintained.

SEND

Around 20% of our students at the academy have some sort of identified special educational needs. This includes 43 students who currently have an EHCP. The academy has a dedicated SEND resource base and is looking to establish a Key Stage 3 Resource Base for students with identified cognition and learning needs. As with many schools, the number of students with complex additional needs is increasing year on year. We have a strong and dedicated team of staff who work to support our children with SEND so that they thrive. We are currently working to overcome a number of challenges within SEND including addressing issues arising from reduced SEND funding and an increase in SEND student numbers. Our current focus for all staff is the narrowing of SEND outcome gaps. While well-being and care support for students is strong, we have identified the importance of improving the skill set of teaching assistants and providing targeted training for all staff. This is a key priority area for the academy.



PASTORAL PROVISION



Attendance

We prioritise attendance as a fundamental aspect of our academy culture, recognising its impact on safeguarding, academic success, and student well-being. Attendance is a shared responsibility across the school community, with Form Tutors and teachers playing a key role in monitoring, encouraging, and supporting students. Strong relationships with families and a whole-school ethos of high expectations help reinforce the importance of regular attendance. Strengths include a structured attendance team, clear expectations, real-time tracking via Class Charts, and effective communication with parents. However, challenges remain and attendance rates are currently lower than we would like them to be due to a number of factors, common to many other schools. To improve attendance, the academy is focusing on increased student and parental engagement, better monitoring, and embedding attendance awareness at all levels through data analysis, visual reinforcements, and early interventions.

The Team

One of the greatest strengths of the academy is the team of staff. The academy has around 100 specialist teaching colleagues and around 150 additional staff members who work across a wide variety of roles, both student-focused and administrative. Staff wellbeing is incredibly important and an annual survey is undertaken with a range of actions, led by our dedicated staff wellbeing coordinator. Colleagues within the academy are able to access the gym facilities and the academy counsellor. Wellbeing is built into the academy calendar, including weeks with no meetings, disaggregated days in the middle of term, long-service awards and staff end of term celebrations to name just a few. Many staff have worked at the academy for a long time. They stay because it is a very rewarding place to work.





Joseph Leckie Academy

Message from our Students

Dear Applicant,

As Head Boy and Girl of Joseph Leckie Academy, and as students here for the past 7 years, we have been fortunate enough to experience almost everything JLA has to offer. Our academy is unlike so many others. The diversity of our students, the dedication of our staff, and the strong sense of community make it especially unique.

Our newly established Leckie values, we believe, embody what it means to be a student here. The mutual respect between staff and students alike has created an ideal working environment for everyone. Every member of staff- from the hub staff and heads of years to the wellbeing team and senior leadership- genuinely cares about our progress academically as well as our wellbeing. Leckie is a welcoming place, just as it was when we first arrived in Year 7. The experiences and memories we have gained have helped us to succeed while allowing us to enjoy our time here. We cannot recommend Joseph Leckie Academy enough!

Yaasir & Arifah
Head Boy and Head Girl





Joseph Leckie Academy

*What our
Parents say!*

My child's time at Joseph Leckie Academy has been filled with kindness, support and nurturing. My child is in year 11 and the last 5 years here the staff are not only professional but also incredibly caring, taking the time to understand my child's needs helping her thrive not just academically but emotionally and mentally. It's clear that the academy truly cares about my child's success and progression in life. I'm grateful for the positive and supportive environment that the academy has fostered."

Moving my child to a new secondary school in Year 8 was undoubtedly the best decision we could have made. Since the move, she has flourished, growing in confidence, excelling academically, and forming meaningful friendships. The school's outstanding pastoral care has provided her with support and understanding of not only her academic progression but being a good human being too. Seeing her happy, engaged, and reaching her potential has been incredibly rewarding, and we have no doubt that Joseph Leckie Academy has made a huge difference.

My child finally feels heard! The SEN department have been on such a journey with my child and learnt to understand and encourage her unique strengths. Their encouragement and their patience has ensured my child has been able to access the curriculum and achieve her potential. She feels safe, understood, and empowered to be her best self.



ACADEMY STRATEGIC PRIORITIES



Below are the key areas of focus within our current Academy Improvement Plan and a short summary of the areas for development. The plan is updated and reviewed regularly by senior leaders and Trustees.

1. Attendance

The focus on improving attendance involves the implementation of new regulations, closer analysis of attendance data for targeted interventions, and fostering parental engagement. Specific attendance initiatives, such as incentives for improved attendance, will be calendared. Strategies will be put in place to reduce lateness to morning registration and form time, along with effective use of the Education Welfare Officer (EWO) and other personnel to tackle persistent absence (PA). Monitoring systems will support attendance at alternative provision (AP) and interventions for vulnerable students.

2. Behaviour

The aim is to improve understanding and recording of low-level disruption while expanding the remit of the Internal Alternative Provision (IAP) to include specific student cohorts. A collaborative approach to behaviour management will be emphasized, including the involvement of all staff in restorative conversations and detentions. There will be a clearer focus on positive behaviour rewards and improving punctuality. The use of Class Charts will be embedded for consistent monitoring, and there will be targeted interventions to enhance uniform standards, corridor culture, and lateness.

3. SEND & CYPiC

A new SENDCO will lead the academy's SEND efforts, with clear accountability for the Looked After Children lead. There will be a focus on ensuring compliance with SEND documentation and funding, as well as effective deployment of Teaching Assistants (TAs). The academy aims to make SEND everyone's responsibility and enhance monitoring of progress. Parental engagement and collaboration with other schools will also be strengthened, along with a focus on supporting Social, Emotional, and Mental Health (SEMH) through links to IAP and behaviour strategies.



ACADEMY STRATEGIC PRIORITIES



4. Teaching and Learning

A re-launch of deep dives into teaching and learning, including regular drop-ins and feedback from the senior leadership team (SLT). A coaching programme for staff will be developed, and the SSAT TEEP Ambassador status will be leveraged to train staff. A focus on metacognition will continue with the rollout of the TLAC program. Data analysis will support interventions, and the CPD program will be refined to cater to teaching and support staff needs, with particular attention to more able students, SEND, and bilingual learners.

5. Curriculum

Changes to assessment at Key Stage 3 (KS3) and the implementation of a revised KS4 and KS5 curriculum will be prioritised. The curriculum will be aligned with new vocational pathways and T Levels, and the impact of new Post-16 education reforms will be assessed. There will be a focus on improving curriculum interventions and developing PSHE, SMSC, and FBV across the curriculum. Opportunities for curriculum development with primary schools will be explored, including initiatives for smoother transition work.

6. Development of ICT

A CPD programme will be introduced to enhance the use of AI within ICT and link it to teaching and learning. The development of effective communication within and beyond the academy will be a priority, with an enhanced website and marketing materials. The website will also be continuously reviewed to ensure compliance and effectiveness.

7. Careers

Careers education will be integrated into faculties and across the school, with more regular assemblies, career events, and information evenings. Teacher workplace encounters will be prioritised, and work experience (WEX) opportunities will be rethought, particularly for Year 10. The Compass Audit will be used to plan career priorities, and parents will be more engaged in the careers education process. An audit of provision will ensure compliance with necessary standards.

8. Safeguarding

Staff at all levels to receive training and information on safeguarding, with a focus on developing the role of the Academy Nurse and Counsellor. Bespoke programmes will be developed for vulnerable students, and links to community health professionals, agencies, and the police will be strengthened to support students at risk.



KEY INFORMATION ABOUT THE ACADEMY

Below is a snapshot of school data that gives you some insight into our academy make up and our current enrolment figures.

Year group(s)	Total no of students	In Year Admissions	SEN	SEN %	EHCP	EHCP %	LAC	LAC %	EAL	EAL %	FSM	FSM %	pp	pp %
Year 7	253	17	40	16	8	3	0	0	183	72	137	54	138	55
Year 8	296	6	54	18	11	4	0	0	231	78	154	52	154	52
Year 9	250	8	49	20	4	2	2	1	170	68	115	46	117	47
Year 10	242	6	44	18	9	4	0	0	126	52	127	52	129	53
Year 11	250	3	54	22	10	4	3	1	107	43	133	53	135	54
Totals Y7-11	1291	40	241	19	42	3	5	0.4	817	63	666	52	673	52
Year 12	134	2	3	2	0	0	0	0	116	87	53	40	0	0
Year 13	102	0	1	1	1	1	0	0	85	83	46	45	0	0
Totals Y12-13	236	2	4	1.7	1	0.4	0	0	201	85	99	42	0	0
Overall	1527	42	245	16	43	3	5	0.3	1,018	67	765	50	673	44

Further information relating to KPI's is available upon request.

Learn together, lead together.



ABOUT THE AREA

Joseph Leckie Academy is located in the south of Walsall, close to the border of Sandwell and with excellent transport links via the motorways, rail and bus network. The original school opened in 1939 and was named after the local mayor, Joseph Leckie. Originally a girls and boys grammar school, Joseph Leckie became co-educational and comprehensive in the 1960s. In 2012, Joseph Leckie was one of the first schools in the country to become an academy and in 2025, it will become one of the founding members of the newly-created Forge Brook Trust, comprising 5 schools in the Pleck, Delves and Palfrey areas of Walsall.

The academy has grown in size over recent years and there are now over 1500 students on roll, including over 250 students in our thriving 6th Form. The academy is incredibly popular with parents and we are oversubscribed in all year groups. We are a very diverse academy with over 40 countries represented among the student and staff body. We seek out opportunities to celebrate our diversity through events such as Culture Day, Fashion Show and our wide variety of House Competitions throughout the year.

The Academy - Site

Facilities in the academy include a brand new gym and two Multi-Use Games Areas, opened in September 2024. We have a mixture of buildings including some very modern blocks and some that are in need of urgent repair. We have large playing fields and a very large site containing 7 large teaching blocks. An unusual feature of our academy is the brook that runs through the heart of the playground, which can provide a number of challenges, not least to those playing football on the school yard!



ABOUT THE MULTI ACADEMY TRUST

THE FORGE BROOK TRUST EST. DEC 2024

The Forge Brook Trust (MAT) is founded on the well-established collaboration of schools within the Broadway Family of Schools Cluster Groups, which meet regularly for school-to-school support. The MAT aims to create a unified yet autonomous family of schools that collectively strengthen and stabilize each other through shared expertise, collaboration, and resource efficiency. Its purpose is to enhance teaching and learning, raise attainment across all key stages, and provide students with greater life opportunities while ensuring each school retains its unique ethos and character. The MAT also seeks to build strong relationships with students and their families, promote diversity and inclusion, and foster a sense of shared responsibility for both successes and challenges.

Approval for the creation of our new MAT was granted by the DfE Advisory Board in December 2024 and there is a proposed opening date of May 2025. Key discussions regarding the MAT have focused on its vision, governance structure, and operational frameworks. These include defining trust-wide values, setting up committees, ensuring quality assurance, and structuring the executive leadership and finance teams. Our growth strategy includes the gradual addition of local and potentially regional schools. This will ensure that the scope and opportunities offered by the MAT increase further over time.

The new Principal of Joseph Leckie will play a pivotal role within the new MAT and be a key part of an effective governance and leadership model that ensures high educational standards while allowing schools to maintain their individuality and self-determination. The structures, systems and ways of working are being developed and refined as we approach the official opening of the MAT however it is important to note that the CEO and central team will not be based within any of the constituent schools and there will be clear distinctions between the role of Principal (or Headteacher) within each of the schools and that of the CEO. The Principal role at Joseph Leckie Academy offers a unique opportunity to be an integral part of the establishment of a new and exciting academy trust which will significantly enhance the quality of education provided to the children, young people and families served by our schools.

The schools involved are already strong, financially stable institutions with a history of working in partnership and providing support beyond their immediate community. The establishment of the MAT would further enhance this collaboration, leveraging economies of scale to improve financial efficiency and resource distribution. By forming a local solution tailored to Walsall's educational landscape, the MAT aims to drive school improvement and raise standards across the region.

JOSEPH LECKIE ACADEMY

JOB DESCRIPTION & PERSON SPECIFICATION

Job Title: Principal (Secondary)

Work Location: Academy based

Reports to: Chief Executive Officer (CEO)

Salary: Leadership Scale 35-41

Accountable to: CEO, LGB and Education Standards Team (through specific elements of trust reporting)

Line Management responsibility: Academy staff

Links with: All stakeholders

Core Purpose:

The core purpose of the Principal is to provide professional leadership and management for the academy. The Principal is responsible for creating a productive learning environment which is engaging and fulfilling for all students. This outstanding leadership and management will:

- Draw on the support provided by the trust and academy community,
- Establish a culture that promotes excellence, equality and high expectations of all students and staff.
- Promote a secure foundation from which to achieve high standards in all areas of the academy's work.
- Establish and sustain high quality teaching and learning.
- Establish and sustain routines across the academy that promotes high quality climate for learning.
- Utilise academy and trust systems and process that support the very highest standards of student and staff performance and well-being.
- Uphold the very highest standards of safeguarding for both students and staff.
- The Principal, working with others within the trust, is responsible for evaluating the academy's performance to identify the priorities for continuous improvement and raising standards, through:
- Ensuring equality of opportunity for all
- Implementing trust policies and practices that continually strive for high standards.
- Ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives and for the day-to-day management, organisation and administration of the academy.

Leadership:

- Lead by example – with integrity, empathy, kindness, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
- Hold and articulate clear values and moral purpose focused on providing an outstanding education for the students they serve.
- Inspire and influence others - within and beyond the academy, to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Demonstrate the very highest standards of personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors, and members of the local community.
- Sustain wide, current knowledge and understanding of education and systemic practice in the pursuance of continuous professional development.

The Forge Brook Trust - JOB DESCRIPTION

- Ensure that resources are efficiently and effectively used to achieve the academy's aims and objectives and for the day-to-day management, organisation and administration of the academy.
- Create an outward-facing academy which works with other academies, organisations, and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.
- Communicate compellingly the academy's and trust's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and staff:

- Demand ambitious standards of achievement and attendance for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between academies, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

Systems and process:

- Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity of the trust.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in academy and in the wider society.
- Contribute to the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
- Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, and valuing excellent practice.
- Welcome strong governance and actively support the CEO, trust Board and local governing body to deliver their functions effectively – in particular the functions to set academy strategy and hold the Principal to account for pupil, staff and financial performance.
- Work with the trust CFO to exercise day to day financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the academy's sustainability.
- Distribute leadership throughout the academy, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Forge Brook Trust - JOB DESCRIPTION

Other Specific Duties:

- To continue personal and professional development as required.
- To actively engage in the performance review process.
- All staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee's current salary.
- To work in the best interests of the MAT and its stakeholders
- To adhere to the MAT's policies and procedures with particular reference to Child Protection, Equal Opportunities and Health and Safety

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.

CONDITIONS OF EMPLOYMENT:

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- To uphold the trust's policy in respect of Child Protection and safeguarding matters.
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The post holder is required to support and encourage the ethos and objectives, policies and procedures of the trust as agreed by the trustees / Board of Governors.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- The post holder may be required to perform any other reasonable tasks after consultation with the post holder.
- All staff members are required to participate in the trust's agreed appraisal scheme, and adhere to the Staff Code of Conduct.

The Forge Brook Trust - PERSON SPECIFICATION

PERSON SPECIFICATION		
	Measured by: A - Application I - Interview R - Reference	Essential or Desirable
EXPERIENCE		
Successful senior leadership within a secondary 11 – 18 school / academy resulting in significant improvements	A, R	E
A record of implementing change programmes to raise standards in teaching and learning, quality of provision and improve outcomes for students	A,I, E	E
Recruiting, retaining and developing a skilled and effective team and motivating the team to achieve its full potential	A, R	E
A demonstrable track record of strategic and innovative thinking and translating this into effective outcomes for students and staff	A, R	E
Experience of working collaboratively and in partnership with a wide range of partners	A, R	E
Experience of effective financial and resource management	A, I, R	E
Experience of creating and sustaining positive relationships with a wide range of internal and external stakeholders	A, I, R	E
SKILLS, ABILITIES AND KNOWLEDGE		
Think strategically, analytically and creatively	A, I	E
Deal with complexity and uncertainty, with a clear growth mind-set	I	E

The Forge Brook Trust - PERSON SPECIFICATION

Building and sustaining a learning community within a diverse workforce	I	E
Ensure effective practice and research evidence is used to improve outcomes for children and young people.	I	E
Knowledge and understanding of education policies and practices relating to the education and training of students	A, I	E
The ability to provide inspirational and strong leadership and create an ethos in which the highest achievements are reached by all members of the Academy community	A, I	E
Demonstrate, enthusiasm, commitment, passion and ambition to lead the delivery of high quality learning and teaching, raise student and staff aspirations and inspire students to develop to their full potential	A, I	E
The ability to analyse and use data to establish benchmarks and to set and achieve challenging targets for improvement	A, I, R	E
Ability to initiate and maintain innovative curriculum design and delivery to stretch the learning of all students	A, I	E
Ability to create strong, proactive and effective relationships with parents and the local community	A, I	E
Ability to act as both lead and team member, in fostering leadership potential in all	A,I	E
A commitment to social mobility and improving the life chances of all our students	A, I	E
QUALITIES		
A belief in the right of students to a high quality education, raising standards of achievement by recognising the value and worth of each individual, providing teaching, learning and enrichment which stretches each student and supports them to become fulfilled, confident adults	A, I	E

The Forge Brook Trust - PERSON SPECIFICATION

The ability to implement the Academy's vision, supported by a clear strategic plan, targets and goals for the Academy	A, I, R	E
Secure effective pastoral care, student welfare and significantly reduce instances of unacceptable behaviour	A, I, R	E
Able to employ the appropriate leadership style(s) and approach to develop staff and secure an ethos of harmony and mutual respect	A, I, R	E
Listen, reflect and communicate effectively	I	E
Resonance and emotionally intelligent	I	E
Tenacity, resilience and drive	I, R	E
A sense of humour	I	E
EDUCATION		
First degree or equivalent	A	E
QTS	A	E
Additional Post Graduate Study	A	D
Recent and relevant professional development	A	E
NPOH or working towards	A	D

The Forge Brook Trust - APPLICATION PROCESS

How to apply:

Please apply by completing the application form which is available [here](#).

As part of the application, you are requested to **submit a personal statement** of no more than 1000 words stating clearly how your knowledge, skills and experience meet the criteria set out in the person specification.

Applicants must **complete all sections of the application form in full**. Incomplete applications will not be considered for shortlisting. Your completed application form, including your personal statement, should be sent to s.richards@josephleckieacademy.co.uk.

The **deadline for applications is midday on 31st March 2025**. Shortlisted candidates will be as soon as possible thereafter. References will be taken up shortly after shortlisting and prior to interview using the contact details supplied on your application form. Please ensure the contact details are correct to avoid any unnecessary delays.

Further information about the Joseph Leckie Academy can be found on the academy's website. In addition, candidates are warmly encouraged to visit the school prior to applying. **Mr Ludlow, Chief Executive Officer will be available for visits on:**

- 11th March at 2:00pm
- 13th March at 10:00pm
- 17th March at 3.30pm
- 21st March at 10:00pm

Please email Sam Richards, Executive Assistant to the CEO to book your preferred date and time.

Interviews will take place w/c 7th April 2025.

We welcome applications regardless of age, disability, gender, ethnicity or religion. Joseph Leckie Academy is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undertake an Enhanced Disclosure from the Disclosure and Barring Service.



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Email: s.richards@josephleckieacademy.co.uk
Associate Principal: Ms Rachel Cook
CEO: Mr James Ludlow