



Principal Application Pack

Westbourne Academy,
Ipswich, Suffolk

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Westbourne Academy



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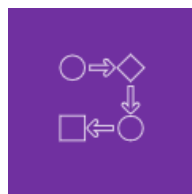
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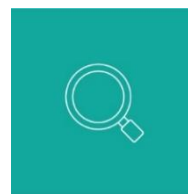
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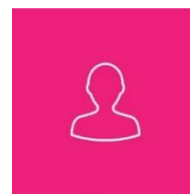
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#TransformingLives



01. Welcome

Prospective Principal of Westbourne Academy, Ipswich

Welcome to Westbourne Academy and the Academy Transformation Trust

Dear Colleague,

We are delighted that you are considering applying for the position of Principal at Westbourne Academy.

Westbourne is a diverse, stimulating and highly aspirational academy. It has seen considerable improvement over the last five years. We are now looking for the right colleague to drive the next stage of our development, to secure strong and sustained academic and personal progress for all of our young people, no matter what their starting points.

We are looking for an assured leader, who is able to inspire our young people and a large team of staff at all levels. A Principal who will never accept less than the very best for our academy and its community.

In this application pack, we hope you get a real sense of Westbourne and the vision of our trust. Whilst the role of Principal is both demanding and rewarding, you will be joining a trust that will offer you a high level of professional development. Whether you are an aspiring deputy or an experienced head teacher, our trust model ensures that you have an Executive Principal, who is there to offer you challenge and support at the right level.

When choosing your next role, it is important that you feel that you are joining an academy and trust that will suit both your values and career journey. We encourage you to make contact with our Executive Principal, Garry Trott, to find out more about this very exciting opportunity and for you to visit and experience the academy.

After reading this pack, we hope that you will be motivated to join us in leading Westbourne Academy through its next chapter.

We look forward to receiving your application.

Yours sincerely,

Garry Trott
Executive Principal

02. About Academy Transformation Trust



We're on a mission

Our mission is to provide the very best education for all pupils and the highest level of support for our staff to ensure every pupil leaves our academies with everything they need to reach their full potential.

What does it mean to be part of ATT?

Our Vision

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

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

It's all about CSI!

We are a national multi academy trust incorporating a large group of academies with a shared purpose and common values.

You could be part of a cross-phase family of 21 academies, 1,739 employees and over 12,500 learners (at January 2021), 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. In our Trust, we routinely harness the very best practice, leadership expertise and development opportunities.

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.

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 cannot 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.





FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have grown to our current family of 21 academies (primary, secondary, post-16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

ATT Institute

42 Leadership Development pathways across all our directorates

Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance



Finance Headline Figures

- We receive £78 million in funding and other income

Headline Performance Measures

- Record progress scores for many of our primary academies in 2019
- Rising attainment 8 and progress 8 rates for three years running across all secondary academies
- Rising Key Stage 5 average points scores across all academies for three years



ATT | 21 Academies

Local Authority Areas | 10



Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

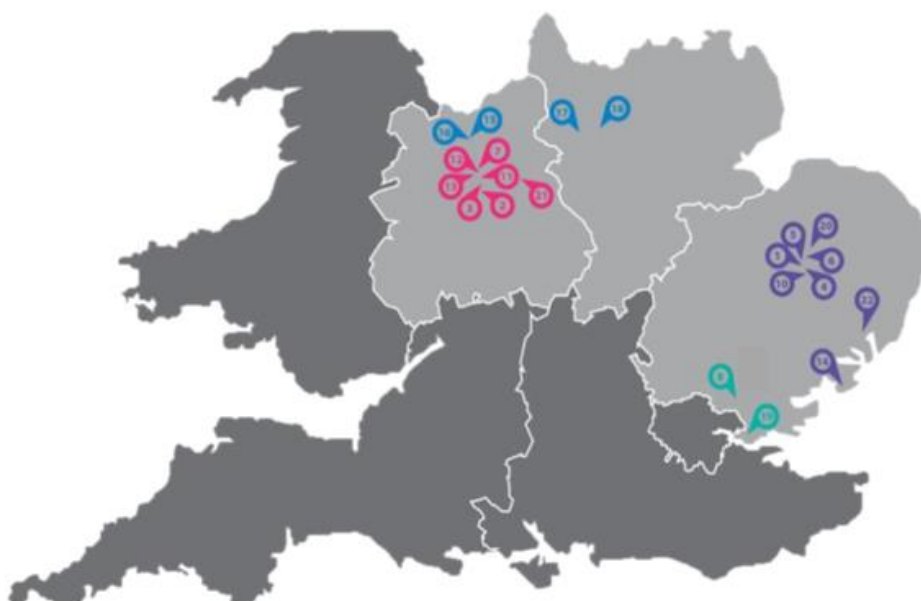


Governance

People Engaged | Over 120

Trustees | 11

Members | 5





Donovan Stansbury, Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton, Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibly for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

Nicola Powling, Faculty Leader Humanities.

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.





02. About Westbourne Academy

Westbourne Academy is part of the Academy Transformation Trust family of academies. It is part of our East cluster, led by Executive Principal Garry Trott.

Rated as 'Good' by Ofsted in March 2019, at Westbourne Academy, we provide a high-quality environment to support learning and personal growth.



Westbourne Academy in Ipswich isn't just a school – it is a microcosm of the world with students from all around the globe. Between them, they speak 32 languages, and their unique perspectives on learning and life make this a unique academy.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

To find out more, please visit www.westbourne.attrust.org.uk.



03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

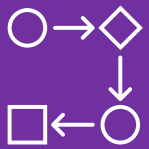
- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.

04. 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 EIP 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.

Principals

Responsible for the strategic leadership and standards in their academy.

Core Purpose:

- The Principal will work strategically to lead and develop the academy, supporting it on its mission to becoming Outstanding.
- To 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.
- To 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.

05. Job Description

Principal



Core Purpose:

The Principal will work strategically to lead and develop Westbourne Academy, supporting it on its mission to becoming 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 work alongside the Local Academy Committee chair to ensure that local governance makes a strong contribution to the academy's performance
- 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 colourful 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:

- 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
- There is development 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 through outdoor and adventure learning to develop pupil self-worth, confidence and self-esteem
- There is a curriculum model which is 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 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
- Open, professional and dynamic relationships with the Local Academy Committee
- A proactive, approachable and responsive approach to community engagement

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
- 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.
- Ensure that the academy complies with a wide range of Trust-wide expectations, government guidance and statutory requirements
- Ensure that policies are consistently and effectively applied and that their impact is monitored

We particularly welcome applicants from under- represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion or belief.

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

06. Person Specification

Principal



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> holds NPQH or evidence of further study in education has qualified teacher status held variety of roles and responsibilities with leadership experience 	<ul style="list-style-type: none"> undergone safer recruitment training evidence of recent and relevant continuing professional development.
Experience Clear evidence of success in:	<ul style="list-style-type: none"> experience of deputy headship or substantial experience of senior leadership in secondary education substantial, successful and varied teaching across the secondary 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 agencies to protect children 	<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 secondary school / academy of leading and bringing about effective school improvement
Leading, Learning and Teaching	<ul style="list-style-type: none"> demonstrates excellent understanding of the principles of effective teaching and learning in all phases has excellent and current knowledge of all curriculum requirements and can implement, monitor and support these effectively 	<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 secondary education has a track record that demonstrates the very best quality of teaching and learning for all pupil



	<ul style="list-style-type: none"> • 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 students • 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 • is committed to continuous learning for all • is able to design and manage the whole secondary curriculum 	<ul style="list-style-type: none"> 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 expectation 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"> • has the ability to articulate and communicate the vision and values that make the academy unique • has the ability to secure high levels of engagement from staff which enable excellent pupil achievement • has the 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 • has the ability to facilitate the successful development of the academy site • has the 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
Securing accountability	<ul style="list-style-type: none"> • can maintain an effective working relationship with the Local Academy Committee to enable 	<ul style="list-style-type: none"> • has a proven track record of presenting all aspects of academy performance to a range of



	<p>them to meet their statutory responsibilities for learning, teaching and standards</p> <ul style="list-style-type: none"> • is committed to making the academy effectively work towards the academic, spiritual, moral, social, emotional and cultural development of its pupils • is committed to regular, rigorous self-evaluation and can address under performance promptly to bring about improvement and progress relating to all pupils • can 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 that all individual staff accountabilities are clearly defined, understood and reviewed with all staff held to account for their performance 	<p>audiences including Governors, parents and wider community</p>
Strengthening community	<ul style="list-style-type: none"> • significant experience of working effectively with parents/carers and the local community • is able to develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes • can communicate persuasively and sensitively the ethos of the academy and values of Academy Transformation Trust to the local community • committed to community provision 	<ul style="list-style-type: none"> • has a proven track record in building and maintaining effective relationships with all members of the academy community to enrich learning



07. How to apply



Principal Westbourne Academy

Status:

Full-time, Senior Leadership contract

Salary:

starting from circa £80,000

Closing date:

Sunday 7th March 2021, 11:59pm

Interviews:

Friday 19th March and Monday 22nd March 2021

Start Date:

September 2021

Applying:

Please apply by visiting:

Informal Discussions:

To discuss the role in more detail, please contact Mia-Rae Brown –

Mia-Rae.Brown@academytransformation.co.uk

and she will arrange a call back from Garry Trott, Executive Principal.

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Address:

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Visit:

www.academytransformationtrust.co.uk

 @AcademyTrust

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