

Longsands Academy



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Longsands Academy

PRINCIPAL

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our National Secondary Director

Dear Candidate,

Thank you very much for your interest in becoming Principal of .Longsands Academy.

Longsands joined Astrea Academy Trust on the 1st September 2018. The Academy has approximately 1396 students on roll in Years 7-11 with a further 329 students attending the Longsands Sixth Form and partner providers of post-16 education including Stageworks.

Longsands is brimming with potential. The position provides a genuinely exciting opportunity to lead a school with a legacy of a 'Requires Improvement' Ofsted Judgement in its next phase of school improvement as it moves towards excellence. Strong improvements have already been made since the Ofsted inspection in October 2019. The academy is at the heart of the community and has pledged to provide a rich, broad and varied education to all the pupils it serves. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly.

We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a very carefully sequenced curriculum, with a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea behaviour curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We have also embarked on a process of codifying what works across our secondary academies, through publication of a series of frameworks, which inform academy policies. Sir David Carter states 'Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.'

Longsands Academy is part of Astrea Academy Trust and is on a strong improvement journey developing a strong curriculum, good teaching and effective pupil support. We are now looking for a leader who is aligned with our values and will accelerate the school's journey to excellence.

The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's improving foundations. You will be a team builder, able to motivate staff and pupils. You will expect a lot from people and provide strong support to them.

As a Trust of 27 schools, we have the capacity to support you educationally and operationally. You will be provided with a strong infrastructure of support– with our financial, HR, technology and data teams, who work with Principals in some key areas – and with educational support, from a Regional Director and subject specialists who you can use to support the quality of provision.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We fully recommend that you take the opportunity to make an informal visit prior to making your application to see the school for yourself.

With best wishes,

Richard Tutt, Director for Secondary Education

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Job Description

JOB TITLE: **Principal**

REPORTING TO: **Regional Director (Secondary)**

SALARY RANGE: **L31-L37 (£94,447-£109,411)**

CONTRACT TYPE: **Permanent**

WORKING PATTERN: **Full time**

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Role Description

Purpose

The Principal is accountable to the Hub's Regional Director for ensuring the educational success of their academy within the framework of their individual academy's strategic plans. They will provide professional leadership and management of their individual academy and must establish a culture that promotes academic excellence, equality and high expectations for all students. The Principal shall carry out the professional duties as described in the Academy Teachers' Pay and Conditions Document and would be expected to have considered these in relation to the individual academy.

Key Accountabilities

- The effective implementation and embedding of the agreed Astrea vision, principles and policies within the academy.
- Providing leadership across all aspects of the internal organisation, professional leadership, management and control of their academy.
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest standards in all areas of academy work.

Main Duties and Responsibilities

Shaping the Future (Strategic Leadership)

- Work under the guidance of the Regional Director to develop the shared vision and strategic plan for the academy, which is responsive to the community it serves. At the core of this should be the academic and personal development of the students.
- Define and implement the academy's vision and strategic direction so that it is understood and acted upon by all stakeholders.
- Work within the academy community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain academy improvement.
- Ensure the sustained raising of aspiration, achievement and attainment, is met in an academically rigorous, inclusive and sustainable manner.
- Ensure the academy achieves its performance targets.

- Demonstrate the vision and values of Astrea in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Promote the academy, and the Trust and develop effective and productive relationships with a wide range of stakeholders.
- Secure the commitment of parents and the wider community to the vision and direction of the academy and the Trust.
- Challenge, motivate and empower others to attain ambitious outcomes.

Leading the Educational Provision

- Drive and inspire a passion for learning in every member of the academy community.
- Provide a model of outstanding practice to all staff in teaching and academy leadership.
- Ensure the curriculum is rich, relevant and develops a general knowledge of the world.
- Foster a welcoming ambience in which impeccable standards of behaviour are sustained on a daily basis in order to provide a calm and purposeful environment for students.
- Secure and sustain effective teaching and learning throughout the academy by ensuring sound strategies are in place for developing, monitoring and evaluating the quality of education delivered using benchmarks and setting targets for rapid improvement.
- Ensure a continuous and consistent focus on academic achievement and personal development.
- Create a positive culture of challenge, support and high expectations, in order to achieve the academy Strategic Academy Development Plan.
- Ensure that all students make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion.
- Provide effective and appropriate pastoral support is available to students.
- Ensure innovation and the use of appropriate new technologies which improves the educational delivery for students.

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Role Description

Main Duties and Responsibilities cont.

Developing Self and Working with Others

- Treat everyone within the academy fairly and equitably.
- To actively and astutely manage the workload of staff to make sure that the processes within the school are sensible, essential and conducted in an efficient manner.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Appraisal and Capability policies and procedures.
- Ensure a high standard of professional development for all staff and for yourself, including attending all mandatory training events.
- To build a collaborative learning culture within the academy and actively engage with other academies within the Trust and the wider Astrea family to build effective learning communities.
- Work with all staff to build effective teams.
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and delegation of responsibilities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below.
- Effective and consistent implementation of the Astrea Appraisal Policy and other systems of quality assurance and professional development of teachers.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy, the Trust and the wider Astrea family

- Develop capacity through coaching and mentoring members of the SLT.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development across the Trust.

Managing the Academy

- Produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities.
- Work closely with the Trust's Finance team to develop an efficient budget that focuses on making meaningful improvements in the classroom.
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities.
- Work with the SLT and Trust to recruit and retain staff of the highest quality, in line with trust policy and safer recruitment procedures.
- Work with the Trust and senior colleagues to deploy all staff effectively in order to improve the quality of education provided.

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Person Specification

Experience

- Currently a principal/headteacher or senior leader who has a track record of securing clear improvements within your areas of responsibility
- Raised standards of behaviour by raising expectations through clear communication, thorough organisation and high-quality staff training.
- Developed and maintained effective line management relationships.
- Rapidly transformed and maintained the academic outcomes of disadvantaged students.
- Supported and coached different members of staff to improve their own performance and expertise.
- Developed the personal development curriculum to make it more relevant and academically challenging.
- Understand and can demonstrate how you have developed departmental teams to improve aspects of the quality of education.
- Worked closely with Special Educational Needs (SEND) colleagues to improve the academic outcomes of SEND pupils.
- Worked with a variety of stakeholders.
- Within your current post you can demonstrate that you can configure and manage expenditure.
- Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways.

Education and Qualification

- Qualified Teacher Status
- Evidence of recent professional development that prepares for this post.

Skills and Knowledge

- Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school.
- Knowledge of legislation relating to managing a school including Equalities legislation.
- Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school.
- Understanding and ability to communicate and successfully implement strategies across all aspects of the school including accountability, learning, curriculum, administration and communication.
- Proven ability to deliver a collective vision and shared purpose across the academy and Astrea family
- An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration.
- Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour.
- Excellent organisational skills.
- Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact.
- Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards.
- Demonstrate personal and professional integrity, including modelling values and vision.
- Evidence of a commitment to safeguarding and promoting the welfare of children and young people
- Commitment to promote and support the aims of Astrea.
- **This list is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy.

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About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust – Secondary Provision

Meet the Central Team:



National Director of Secondary

Richard Tutt



Regional Director (South Yorkshire Secondaries)

Rebekah Ramsden



Regional Director (Cambridgeshire Secondaries)

Jo Myhill-Johnson



Executive Principal (Cambridgeshire)

Tim Blake



National Lead for English

Louise Jackson



National Lead for Mathematics

Naveen Rizvi



National Lead for History

Matt Stamford



National Lead for Geography

Rob Chambers



National Lead for Personal Development

Charlotte Cooper



National Lead for SEND

Jenni Machin



National Lead for Attendance

Andy Holmes

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

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