



EBOR ACADEMY TRUST

Build your career with the
Ebor Academy Trust



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The Ebor Academy Trust forms the basis of a partnership of schools whereby the strengths in all settings are shared. We have been working closely together to establish a partnership model that will benefit all children and young people in all our schools. This is an exciting venture, in which we aim to build a sustainable, dynamic organisation that will provide developmental opportunities for everyone who is part of the alliance.

Together we have focused on developing high quality experiences in all subjects both within and outside the curriculum. We believe that children and young people deserve high quality teaching from teachers who have specialist training support to constantly grow and develop, and encouragement to be creative.

The Ebor Academy Trust has become a collaborative, mutually supportive organisation: a partnership of equals. We are a forward looking organisation which learns from each other, but also looks outwards to learn from good practice locally, nationally and internationally. Together we can give our children and young people a unique learning opportunity whereby their talents can be identified, developed and celebrated.

Job description - PRINCIPAL

Dates:

Apply by Monday 18/05/2015

Interview for successful candidate will be Friday 22/05/2015

Salary:

L24 – L30 depending on experience

Location:

North Yorkshire

Contract type:

Full Time

Contract term:

Permanent from 1st September 2015

An exciting opportunity has arisen for a new Principal with the Ebor Academy Trust. The Directors of the Ebor Trust are seeking to appoint an exceptional and motivated candidate to build a successful partnership with our strategic partners within the Ebor Teaching School Alliance.

The Ebor Academy Trust has been working in partnership with North Yorkshire schools since January 2015 creating positive environments for change. A recent HMI inspection commended school partnerships with Ebor Academy Trust. In their report, inspectors said: "Early evidence suggests that working with the Ebor Academy Trust is beginning to impact positively on the work on key staff by bringing fresh ideas and providing a significant morale boost."

We are seeking to appoint a dynamic and inspirational leader with enthusiasm and strategic vision.

We are looking for a Leader who:

- Can demonstrate determination, imagination and commitment to sustained improvement
- Is passionate about teaching and learning and believes in developing the true potential of all of our children
- Is an exemplary role model with strong leadership and organisational skills
- Can nurture and inspire, challenge and motivate pupils and staff alike
- Has the ability, desire and dedication to maintain and strengthen links with parents, Governors and the wider community
- Can work collegially in shaping the future of the Academy Trust.

Job description - PRINCIPAL

We can offer the successful candidate:

- An exciting opportunity to be part of a pioneering Academy Trust leading innovative practice.
- The potential to take part in leadership development within the academy group.
- A fully involved Board of Directors able to support and challenge the leadership with a commitment to continuing professional development

Potential candidates are requested to write a letter of application (no longer than 2 A4 pages) which outline how they meet the four strands of the head teacher standards.

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Visits to the Ebor Academy schools are warmly encouraged.

For further information and to apply go to www.eboracademytrust.co.uk

Closing date for applications: Monday, 18th May @ 3 pm

For further information visit eboracademytrust.co.uk or via email Julie.forde@york.gov.uk or on 01904 551972

Job description - PRINCIPAL

RESPONSIBLE FOR

- The day to day running of the school
- modelling the highest possible standards of personal professional conduct
- High quality Leadership and Management of identified responsibilities to secure outstanding outcomes for students
- High quality teaching and learning;
- Effective strategic direction, leadership and management
- Excellent relationships with and between all staff (support staff and teachers)
- Effective use of resources and a safe and healthy working environment for students and staff
- Overall responsibility for the quality of teaching & learning across the curriculum
- Overall responsibility for student progress and standards of attainment across the curriculum
- Achieving agreed annual targets for the role as established through the Appraisal Process
- Managing effectively any budgets and resources
- Establishing and promoting the Schools brand to external organisation
- Ensuring the safety & welfare of students
- Meeting the Teacher Standards and, where appropriate, the Post Threshold Teacher Standards as described in the School Teachers' Pay and Conditions of Service document and the Headteacher Standards

THE ROLES MAIN DUTIES

- Inspire, motivate and lead all staff and, demonstrate the highest standards of personal professional conduct.
- Establish and lead a culture that promotes the SEArCH and SUCCESS values of the Trust, working with the Executive Headteacher.
- Deliver and maintain outstanding outcomes for students and achieve outstanding status in terms of OFSTED judgement of the school overall.
- With the Executive Headteacher and Trust, maintain and develop the values of the Trust and their achievement
- Safeguard and promote the welfare of children and young people throughout the school, working closely with the Deputy Headteachers, Assistant Headteachers, School Business manager, Heads of House, Heads of Faculty and other middle school leaders to do so.
- Ensure that the Values for Success procedures and processes are consistently applied to ensure good student behaviour that allows students to both be ready to learn, and to make good progress in class.
- Inspire and maintain a strong learning culture amongst staff and a strong commitment to staff development and performance management using the Trust's corporate systems and support.
- With the Executive Headteacher, develop and implement a school marketing strategy that

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is supported and promoted internally and externally, and champions the schools' quality and achievement.

- With the Executive Headteacher, build a strong and supportive team at senior, middle leadership and whole staff level based on excellent communication, shared vision and best practice.
- Advise the Executive Headteacher on all issues relating to the media.
- Ensure the Senior Leadership Team are implementing the appropriate and innovative use of initiatives to support learning and raise standards throughout the school.
- Ensure Heads of Faculty champion the achievement of school aims.
- Represent the school at external and internal events in a professional and enthusiastic manner. Ensure the schools Safeguarding, risk Assessment and Safety Policies are implemented across the school in accordance with policy.
- meet the Teacher Standards and where appropriate, the Post Threshold Teacher Standards as described in the School Teachers' Pay and Conditions of Service document and the Headteacher Standards.
- With the Executive Headteacher, ensure that the Trust's common support services operate with maximum efficiency to the benefit of the school and its students
- Overall responsibility for the effective leadership and management of the school
- Operational management of the school in respect of staff, students and site.
- Additional responsibilities and specifics relating to these will be agreed with the successful candidate on matching their skills set with that of the existing Trust team.

MAIN ACTIVITIES

- Act as a high quality educational leader in all circumstances: demonstrating the school's vision and values and clarity of leadership. Being an effective manager; modelling expected staff behaviour, relationships and approaches; adopting a calm and reassuring approach at all times; making time for individuals; communicating effectively with teams; rewarding staff performance and achievement; giving effective on-the-job feedback.
- Exercise high profile leadership within the school to lead, guide and support colleagues in the performance of their duties both in school and with extra-curricular activities. Promote best practice and excellence.
- Lead and model continuous attention to assessment and improvement of achievement and all aspects of the school at all levels.
- Act as a motivating and supportive manager ensuring clear analysis, review and planning and prioritisation of tasks, efficient and effective systems and modelling of best practice in consistent good organisation
- Ensure that there is excellent staff development integrated with performance management including good induction and support for all new colleagues joining the school (both support staff and teaching staff), liaising with Line Managers as required, to ensure their successful transition into the school.
- Develop Heads of Faculty and Senior Administrative Managers as reflective Leaders and

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effective managers, providing high quality CPD and training to support them in their work.

- Ensure all staff promulgate school aims, values and ethos in all they do, whatever their role.
- Tackle any underperformance rigorously whilst working with the Deputy Headteacher, Assistant Headteachers, Director of Finance and Administration and Heads of Faculty in providing all of the support, guidance, training and resources that will enable colleagues to succeed.
- Teach as scheduled consistently, ensuring the quality of education for the classes they are responsible for, delivering lessons that are consistently judged as good and which are frequently outstanding.
- Act as a school ambassador and spokesperson, promoting the school brand and values positively to external organisations and parents.
- Support Heads of Faculty in identifying the appropriate subject curriculum at both Key Stages for delivery to students, and in ensuring that Programmes of Study, Schemes of Work, lesson Plans and Resource Materials are available to all Faculty Staff. Support any necessary steps designed to ensure that all Faculties achieves their agreed targets.
- Together with the Deputy Headteachers, lead Heads of Faculty in their development of programmes to monitor and evaluate the work of staff and students, including classroom observation, learning walks and sampling of students' work, in order to raise the standards of teaching and learning.
- Monitor the learning environment in classrooms, corridors and circulation spaces, to ensure school objectives are being met by the environment and taking definitive improvement actions where appropriate.
- With the Executive Headteacher and Leadership Team, develop and manage a pro-active recruitment strategy annually that will attract quality teaching and support professionals to the school. Support Heads of Faculty, Director of Finance and Administration and the HR Manager in the execution of that strategy.
- Carry out Performance Management/Appraisal observations, interviews and administration.
- 15. Allocate and monitor allocated budgets with due regard for value for money and the investment in quality learning resources.
- Demonstrate leadership development by effectively involving all leaders in taking a lead on agreed projects or area of responsibility.
- Taking part in all senior team rotas and duties.
- Attend all relevant meetings with parents and the wider community specified by the school.
- Act as the named person for complaints.
- Undertake any professional duties as may be reasonably directed by the Executive Headteacher.

Job description

MEASURES OF EFFECTIVENESS

- Have clear vision, a sense of purpose and high aspirations for the school, and constantly focus on students' achievement, their person development and well-being;
- Strategically plan to promote the school's ambitions and goals;
- Inspire, motivate and influence staff and students;
- Create effective teams;
- Be knowledgeable and innovative in our leadership of teaching and learning and the curriculum;
- Be committed to running an equitable and inclusive school, in which each individual matters;
- Provide good role models for our staff and students and other people connected with the school community.
- measure: leadership is very good when:
 - leadership is dedicated to ensuring the highest achievement in all areas of the school's work.
 - It is reflective, self-critical and innovative and articulates a clear vision of the school in the future, so that all staff know what they are working towards.
 - it results in clear strategic thinking and planning for improvement. leadership development is supported and encouraged through the school.
 - Routine planning and rigorous evaluation are embedded in the school's practice; the outcomes are robust and accurate and the processes are open, systematic and positive.
 - The school is ambitious and keen to learn from the best practice elsewhere. Most teaching is very effective, but leaders take steps to improve that which is not.
 - The school provides successfully for students who do not respond well to school or have difficulties in learning.
 - The school has a deservedly high reputation.

APPLICABLE CONTRACT TERMS AND DUTIES

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document relevant to a Class Teacher. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

The Governors seek to appoint strong, dynamic and talented leaders who will work hard to take the school forward through the next stages of its development. As such, a commitment to high standards of achievement and responsible behaviour is paramount.

Person specification

PERSON SPECIFICATION ESSENTIAL QUALIFICATIONS TRAINING AND QUALIFICATIONS

- Qualified Teacher Status / GTC Registration
- recognised good honours degree or equivalent
- Evidence of recent relevant professional development
- Have a secure knowledge and understanding of the curriculum areas and related pedagogy
- An awareness of the contribution that the subject can make to cross curricular learning.

EXPERIENCE OF EDUCATIONAL MANAGEMENT:

- Experience in at least two secondary schools
- Significant experience at senior level
- Proven track record of raising educational standards

SHAPING THE FUTURE:

- Capacity to recognise and build on the considerable successes of the school and formulate a vision for innovation and improvement
- Sound knowledge of current and future educational developments
- Experience of successfully leading change and inspiring others

LEADING, LEARNING & TEACHING:

- Ability to lead and inspire high quality teaching and learning
- Ability to inspire, demonstrate and support the highest of expectations for all
- Commitment to include and make a difference for every child

DEVELOPING SELF AND WORKING WITH OTHERS:

- Skill to set appropriate and challenging targets
- Capability to make and take decisions and delegate appropriately
- Commitment to the encouragement, empowerment and training of staff
- Commitment to own self development

Person specification

Ref.	Criteria				
	QUALIFICATIONS AND TRAINING	E/D	A	R	I
Q1	Qualified Teacher status	E	✓	✓	
Q2	Honours Graduate or equivalent	E	✓	✓	
Q3	Further professional/academic study	D	✓		
Q4	Has NPQH qualification	D	✓		
	EXPERIENCE	E/D	A	R	
E1	Substantial experience of School Leadership	E	✓	✓	✓
E2	Experience across the appropriate age range	E	✓	✓	
E3	Thorough knowledge of the National Curriculum	E		✓	

	Qualities and Knowledge Able to:	E/D	A	R	I
QK1	Hold and articulate clear values and moral purpose, focused on a world-class education for the pupils at the academy	E	✓		✓
QK2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff and towards, parents, directors and members of the local community	E	✓		✓
QK3	Lead by example with integrity, creativity, resilience and clarity through drawing on personal scholarship and the expertise and skills of colleagues.	E	✓	✓	✓
QK4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.	E	✓		✓
QK5	Demonstrate the ability to work with political and financial astuteness, within a clear set of principles centred on the academy's vision, ably translating local and national policy into the school's context.	E	✓		✓
QK6	Develop systems, which will communicate compellingly the academy's vision and drive the strategic leadership, empowering all pupils and staff to excel.	E			✓

Person specification

	Pupils and Staff Able to develop systems which:	E/D	A	R	I
S1	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, and instil a strong sense of accountability in staff for the impact of their work on pupil's outcomes.	E	✓		✓
S2	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupil's well being.	E	✓		✓
S3	Establish an educational culture of open classrooms as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis	E			✓
S4	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge to support each other.	E			✓
S5	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	E			✓
S6	Hold all staff to account for their professional conduct and practice.	E			✓

	Systems and Process Able to develop systems and processes which:	E/D	A	R	I
SP1	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	E	✓		✓
SP2	Provide a safe, calm and well-ordered environment for pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the academy and in the wider community.	E			✓
SP3	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.	E			✓
SP4	Welcome strong governance and actively support the Board of Directors to understand its role and deliver its functions effectively, setting strategies which hold the Principal to account for pupil, staff and financial performance.	E	✓	✓	
SP5	Exercise strategic, curriculum led financial planning to ensure the equitable deployment of budgets and resources, in the best interest of pupils' achievements and the academy's sustainability.	E			✓
SP6	Distribute leadership throughout the academy, forging teams who have distinct roles and responsibilities and hold each other accountable for decision making.	E			✓

Person specification

	The Self Improving Academy System Develop a self improving academy system which will;	E/D	A	R	I
11	Create an outward-facing academy, which will work with other schools and organisations in a climate of mutual challenge to champion best practice and secure excellent achievements for all pupils.	E	✓		✓
12	Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	E	✓		✓
13	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self regulating and self improving academy	E	✓		✓
14	Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.	E			✓
15	Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.	E			✓
16	Inspire and influence others to believe in the fundamental importance of education in young people's lives and promote the value of education.	E			✓

