



Appointment of Principal to Thorpe St Andrew School and Sixth Form



Thorpe St Andrew School and Sixth Form
A member of The Yare Education Trust

Principal Required for April 2020

Laundry Lane, Thorpe St Andrew, Norwich, Norfolk, NR7 0XS

£89,900 - £101,574 (negotiable based on experience + relocation package)

Thorpe St Andrew School and Sixth Form is large and successful, rated 'Outstanding' in all categories at the time of its last inspection.

Our '**Success for All**' philosophy is based upon a set of clear values:

- We come to school to work and learn.
- Every individual is important.
- We will always try to do our best.
- We will work to promote our community.

The person chosen to lead the next stage of our School's development will understand how to deliver these values. The new Principal will:

- have a fundamental determination to maintain and further develop a culture that enables students and staff to embrace learning and personal development;
- recognise, celebrate and develop the contribution made by every student, every member of staff, every Governor and our local community to move the School forward;
- have the ambition, drive and determination to get the best from everyone and expect more of everyone than individuals may think is possible; and
- be able to 'read the School and its community' to ensure that all move forward together as we continue to build upon our educational philosophy.

It will take an exceptional person to lead our School. In return, the support, professional rewards and development from the School and The Yare Education Trust will be second to none.

For an informal and confidential discussion about the role please contact Mike Reynolds on 07798 630422. Further information and an application pack can also be found on the Vacancies section of the School website (<https://thorpestandrewschool.org.uk/vacancies/>).

Once completed, please send your application to mike.reynolds@conexusgroup.co.uk.

Closing Date: Monday 7 October 2019 at 12 noon.

Interviews are scheduled for Wednesday 16 October 2019 and Thursday 17 October 2019.

Letter from the Chair of Governors

Dear Colleague

Thank you so much for taking the time to review this opportunity. On behalf of the Governors of the School and the Yare Trustees I hope that you find this information pack helpful.

Like all well-run schools we are forward looking, innovative and understand the range of challenges presented by a rapidly changing educational landscape. The local community holds the School in high regard and has high expectations of us, particularly as our last Ofsted inspection rated the School as 'Outstanding' in all categories. As a large school we also have the capacity and resources to offer significant curricular breadth and wide-ranging opportunities for our students.

We have a team of highly qualified Teaching and Associate Staff committed to ensuring that students reach their potential. The Trust has ensured that staff are motivated and well supported, engage in high quality personal development and training, and have access to career progression opportunities. The Governors and Trustees recognise the significant successes for our oversubscribed School but they are also clear that the School is preparing to move into the next stage of its development, further to extend each student's growth and achievement.

As outlined in the advertisement for this role, our '**Success for All**' philosophy is at the core of all we do and is based upon a set of clear values.

- We come to school to work and learn safely and enjoyably.
- Respect underpins the way we work. Every individual is important.
- We always try to do our best and celebrate each other's successes.
- We work to promote and develop our community.

The person chosen to lead the next stage of our school's development will understand how to deliver these values.

The Yare Education Trust has a philosophy that ensures that each academy within the Trust has its own Head and Local Governing Board and can maintain its own ethos and independence whilst enjoying support and additional expertise from the Trust. The Trust is absolutely committed to ensuring that each of its constituent academies retains its unique identity, whilst the combined experience and expertise available provide a dynamic synergy.

This recruitment pack contains a person specification and job description outlining the necessary experience and qualities that we are seeking. We recognise that headship is challenging but leading a highly successful school is particularly so. The Governors have always been open to change and we recognise that the School must develop and grow with the times and new thinking. We are, therefore, looking for an experienced leader who can take the School forward to its next stage of development.

In addition to a competitive salary and the opportunity to lead a staff and school community that is highly ambitious comes the benefit of working and living in the historic city of Norwich and the social, cultural and recreational opportunities presented by the county of Norfolk. The city and surrounding countryside have appeal whatever your interests or hobbies and is a wonderful environment in which individuals and families can thrive.

We look forward to your application if you decide that you have the energy, enthusiasm and experience to lead our education community. I hope that this post is for you.

Yours sincerely

Dr L E Steynor

Chair of Governors

Thorpe St Andrew School and Sixth Form

Visiting the School

There will be time designated during the interview process to tour the school. However, if you have any questions in the interim, please contact Mike Reynolds at Conexus Group on 07798 630422 or by email at mike.reynolds@conexusgroup.co.uk.

About Our School

Please refer to our website www.thorpestandrewschool.org.uk for more details about our school and its unique organisation. In summary, we point out the following:

Background

- The school prioritises its community and catchment area.
- There are seven main partnership primary schools (three with the Trust) but we have an intake from over twelve schools.
- There are currently 1493 students on roll with 410 students in the Sixth Form.

Students

- Students are placed in one of six Houses, based on vertical form groups.
- The Sixth Form will operate a Year 12 and Year 13 tutor system.
- Each year group in the main school is divided into cohorts of 150 for curriculum delivery (North and South site groupings).
- Behaviour teams support Heads of House on each site and we have a School Counsellor.
- The SEND team supports individuals as do our Pupil Premium Learning Mentors.

Staffing

- The school employs 199 members of staff.
- Three Deputy Principals operate across the school.
- There is a Strategic Leadership Team and a wider Strategic Standards Team.
- Most departments are run by a team of Curriculum Leaders.
- A strong Associate Staff team plays a key role in the school.

Curriculum

- The size of the school allows us to offer a very wide range of preferences at both Key Stages 4 and 5.
- A conference programme enriches our SMSC and British Values curriculum.
- Extra curricular learning and educational visits are a key feature of our learning programme.
- We operate a five (one hour) period per day model; four before lunch, 25 minutes form time followed by a fifth period.

Local Governing Board

- There is a strong and experienced Board supporting the school and helping drive it forward.
- The Board has a high degree of earned autonomy from the Trust.
- The Board includes parents and staff in its structure.
- There exists a clear Committee structure, serviced by members of the Strategic Leadership Team along with a clear termly monitoring plan.

The Trust

- The school gains significant benefit and support from the Trust.
- One key element is the work of the Teaching School (NTLEC) in enhancing our CPD/professional enhancement programme through a Trust Career Profile Programme.

The Yare Education Trust – Improvement and Development Plan – 2018/2019

Pupil/Student Outcomes

Objective

All measures above National average in every school

1. Each school reviews its curriculum rationale and design
2. Each school reviews its assessment points to guide 'next step' teaching
3. Each school to review specifically its practice for disadvantaged pupils/students

Pupil/Student Development, Behaviour and Welfare

Objective

All young people to enjoy school and thrive in the school community in which they work

1. Further develop support for disadvantaged students, those with mental health issues and support the welfare of all students
2. Ensure each school reviews its 'soft accountability measures' and strengthens these, including inter-school activities

Quality of Teaching and Learning

Objective

All teaching to be at least good and much outstanding

1. Embed learning networks
 - SENCO
 - Year 6
 - Early Years Foundation Stage
 - Mathematics
 - Writing
 - PE
 - Science
 - Associate Staff
2. Fully establish pupil/student year and subject expectations
3. Fully establish a platform to share resources
4. Maximise VNET offer to each school
5. Further develop partnerships with ITT providers
6. Embed the Trust career plan in each school and create development opportunities
7. The Teaching School to deliver:
 - Master Teacher Programmes
 - Middle and Senior training opportunities
 - Moderation Activities
- Develop the SLE role - recruitment and deployment

Leadership and Management

Objective

Ensure all Schools' Leadership and Management is judged outstanding

1. Consider workload strategies against all activities and develop staff wellbeing support
2. Develop support structures to leaders including school to school support
3. Further develop self and peer review strategies
4. Strengthen further Trust Governance at all levels including the use of Community Strategic Boards
5. Manage the further growth of the Trust
6. Analyse all budget lines and increase Trust income



SUCCESS FOR ALL

To achieve success for all we must prepare for success by believing:

Every individual is important

We come to school to work and learn

We will always try to do our best

We will work and promote our community.

Think Deeply

Act Wisely

Laugh Often

Work Hard

Give Freely

Accept Others

Be Kind

And

Be proud of your success

Thorpe St Andrew School and Sixth Form

School Improvement and Development Plan Headlines 2018/2019

Leadership and Management

Objective

Ensure the school's Leadership and Management remains outstanding

- Consistently monitor workload and adjust practice to support
 - Develop further the role of the Strategic Standards Team
- Review and develop the school Monitoring, Evaluation and Review (MER) process
- Continue to develop current, new and prospective Middle and Senior Leaders
 - Detailed analysis and review of all budget lines

Student Outcomes

Objective

All measures above National

- Specific targets: Pupil Premium and Boys
 - Subjects Key Stage 4 and 5
- Role of Head of House and Form Tutor in academic mentoring
- Assessment process, including PLCs (with year expectations)

Quality of Teaching

Objective

All teaching to be at least good with 80% Outstanding

- Teaching to Success for All
- Master Teacher Programme
 - Review of Homework
- Knowledge curriculum linked to blocking or interleaving/cultural capital
- Continue to develop 'revision' practice into student routines for all years (nudge theory)
 - Further develop flexibility in both Key Stage 4 and 5 to meet individual needs

Personal Development, Behaviour and Welfare

Objective

All students enjoy school and thrive within the school community

- Student responsibility for their learning and the school community
 - Develop 'The Edge'
 - PiXL – knowledge and independence at Key Stage 5
- Resilience, including school resilience, mental health and welfare
 - Re-focus attitude grades and track behaviour more effectively
 - Improve attendance rates for all groups

The Appointment Process

Having looked at this documentation and the websites, we hope you will now apply for the post.

Application:

Please use the application form provided. The completed application form should be emailed to **mike.reynolds@conexusgroup.co.uk** to arrive no later than **Monday 7 October 2019 at 12 noon**.

Please remember your supporting statement should set out your vision for the school and not simply re-state factual details already included elsewhere in the application form.

Interviews:

Interviews are scheduled for Wednesday 16 October 2019 and Thursday 17 October 2019 at Thorpe St Andrew School and Sixth Form.

The Trustees and the Governors reserve the right to reduce the number of candidates at any stage of the interview process.

Safer Recruitment

The Yare Education Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure and Barring Check along with other relevant employment checks. General Data Protection Regulation 2018 – you should be aware that the information you have provided will be stored on the school's secure database and will only be used to process your application. It will not be passed to any other organisation.

Job Description

Post Title:	Principal
Salary:	£89,900 - £101,574 + Relocation Package
Disclosure Level:	Enhanced
Reporting To:	Local Governing Board, The Yare Education Trust Board, Chief Executive Officer

Purpose

The Principal is accountable to the Local Governing Board and the Trust for the professional leadership, strategic direction and operational management of the school in order to ensure that the school's aims are implemented in accordance with the School Improvement and Development Plan and the policies of the Governing Board. The Principal is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Governing Board of the school is committed to safeguarding and promoting the welfare of children and young persons and the Principal must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people. (The appointment is subject to the provisions of the School Teachers' Pay and Conditions Document.)

The Principal will:

- Strategically lead the development and growth of all members of the Thorpe St Andrew School and Sixth Form community.
- Work in partnership with The Yare Education Trust colleagues, at all levels, in all schools and with the Central Team to deliver the Trust Improvement and Development Plan.
- Recognise and contribute to the raising of standards in the wider Norfolk community.

Key Responsibilities

Leadership and Management of Student Achievement, Progress and Safety

- Ensure that student safety is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of students.

Leading and Managing Staff

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the school's key SIDP priorities and the development of the school's aims and objectives, through effective communication across the whole school community.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

Leadership and Management of Curriculum

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for students of all backgrounds and abilities.
- Develop and champion the impact of the school's specialisms on student opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all students.
- Ensure that the curriculum enables students to progress to sustained employment, education or training on exit from the school.

Managing Resources

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Governing Board; allocate funds and monitor the effective administration and control of school budgets so that the school secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the students and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

Stakeholders and the Local Community

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the values of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.

Accountability and Governance

- Work with the Governing Board to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a school improvement plan with agreed, prioritised objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.
- With the Chief Executive Officer, contribute to the growth and development of the Trust, working with Trustees as required.

Teaching

- Teach as necessary and appropriate relative to the other duties of the post.

Notes

The Principal may be asked by the Governing Board to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.

The Yare Education Trust

Thorpe St Andrew School and Sixth Form Principal

Person Specification

This Governing Board (and the Trust) is committed to safeguarding and promoting the welfare of children and young persons and headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

	Competencies, Knowledge, Qualifications	Judged from application form	Judged at interview
Experience	<p>Essential:</p> <ul style="list-style-type: none"> • successful Leadership responsibility of/with a school Leadership Team • experience in more than one school • successful record in Middle Management as a Curriculum or Pastoral Leader • successful teaching background in classroom delivery <p>Desirable:</p> <ul style="list-style-type: none"> • leadership experience in a big school • experience of Post 16 education delivery 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
Qualifications and Training	<p>Essential:</p> <ul style="list-style-type: none"> • qualified teacher status and first degree (or equivalent, for example, Cert Ed) • record of CPD relevant to headship <p>Desirable:</p> <ul style="list-style-type: none"> • higher degree relevant to headship • NPQH • CPD record includes substantial relevant achievement 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>
Employment Record	<p>Essential:</p> <ul style="list-style-type: none"> • successful track record of leadership in the secondary sector in England 	<p>✓</p>	<p>✓</p>
Personal Effectiveness	<ul style="list-style-type: none"> • stable and supportive, stamina, energy, drive, confidence • capacity for personal development • ability to identify and address priority issues and be adaptable and responsive to circumstances • consistency of judgement and inner integrity 	<p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

Leadership and Management of Student Achievement, Progress and Safety	<ul style="list-style-type: none"> concerned about individual student needs; regards personal safety and achievement for each individual as the highest priorities ability to inspire high levels of performance in students the ability to analyse the complex issues relating to students' attainment and progress and develop effective and creative responses successful track record in managing and deep appreciation of monitoring and evaluation techniques of student progress, translating into detailed plans with specific measurable targets 	✓	✓
Leading and Managing Staff	<ul style="list-style-type: none"> high-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability positive and approachable with a commitment to equal opportunities and high achievement 	✓	✓
Leadership and Management of Curriculum	<ul style="list-style-type: none"> depth of knowledge of the national curriculum and sound experience of curriculum delivery, monitoring and assessment the ability to analyse complex curriculum issues and develop effective and creative responses in-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped a vision for the 21st Century curriculum provision 	✓	✓
Managing Resources	<ul style="list-style-type: none"> the ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses a vision for 21st century learning environment 	✓	✓
Stakeholders and the Local Community	<ul style="list-style-type: none"> effective communication with staff, parents, students and governors and is sensitive to the school's role within the community establish effective links with the community evidence of the ability to establish a "standing" within the community and engagement with a wide variety of stakeholders 	✓	✓
Accountability and Governance	<ul style="list-style-type: none"> successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements 	✓	✓
Teaching	<ul style="list-style-type: none"> substantial successful teaching experience in the age range 	✓	

The Yare Education Trust - Vision

The Yare Education Trust is a collaborative group of school communities, formally partnering each other in a Multi Academy Trust.

The Trust schools are united in their vision for education in the communities they serve. At their heart is a commitment to every child and young person from the age of three to nineteen in the area served by the schools that would ensure:

- the best possible educational experience for all students
- a culture of high aspiration
- an environment where each student is nurtured and can develop his or her full potential
- an emphasis on continuity of learning across all ages
- the celebration of the diversity and uniqueness of each individual's skills and abilities
- a climate which harnesses enthusiasm and makes learning enjoyable
- the wellbeing of the whole child: socially, physically, mentally, emotionally and spiritually.

Our aim is to ensure that every child within our community enjoys the best possible education. We believe that students should achieve academic success, but also that the educational experience that each child receives should include helping him or her to understand the need for respect and responsibility. Equally, we believe that a good education should include activities beyond the academic curriculum such as sport, fieldwork and educational visits.

Each of the schools in our Trust has a unique identity which we wish to retain. We also recognise that there are individual strengths within each school from which the rest of the Trust can learn. Parents can be confident that in whichever school they choose in our Trust, their child will receive an excellent, broad based education which will form a solid foundation for progression to the next stage of his or her development.

To ensure our children and young people achieve success, the Trust has a culture of reflective professional growth by every member of staff, matched with a relentless approach to staff development. This equips our team to the highest standards and ensures high expectation influences all our actions.

Our aspirational outcomes are that:

- each school is expertly led and governed
- each student is expected to make progress at least in line with, and for the majority above, national expectations
- all teachers are motivated to be self-improving and aspire to be outstanding in all they do
- learning and teaching practices are exemplary
- each school has the full support of its students, parents and the community.

In working together within and beyond the Trust, we believe in the synergy of what we can offer: that our combined experience and expertise are greater than the sum of our individual parts.