

Academy
Transformation
Trust

ACADEMICIS

Principal

Application Pack

Ravens Academy



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01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

To learn more about our story/journey, please read our [ATT Magazine](#)



Ravens Primary Academy is part of the Academy Transformation Trust family of academies. We are very proud of each of our pupils, and we continue to work hard to inspire every pupil in our academy to succeed and develop. Ravens Primary Academy is committed to providing a safe, friendly learning environment and our dedicated, creative staff team respond to all our children's needs enabling them to achieve their full potential.

Life at Ravens Primary Academy is fun, enjoyable, and enriching. We value and support our families and foster a relationship that shows mutual respect and trust. High priority is given to quality first teaching across a broad and balanced curriculum, under pinned by the Ravens Way. The Ravens Way permeates through the academy, ensuring pupils are always 'whole body listening', pupils never opt-out, where a culture of error is embraced. The staff at Ravens Academy are passionate and dedicated to the success of their pupils and they challenge their pupils to reach their full potential.

We are looking for an ambitious Principal who can continue this journey taking Ravens Academy further than it has ever been before. Someone who will enhance current practice, embed exceptional provision, and drive new initiatives that make Ravens truly a Good academy, where pupils thrive. As Principal, you will play a pivotal role in shaping the future of the academy and making a lasting impact on the lives of our pupils.

The information included in this pack will give you an insight into what we are looking for and what we can offer to support your career. We want a Principal who will dedicate themselves to transforming the lives of our pupils, who wants to invest in their own professional career as well as enjoy being part of a close-knit family of schools. If you're ready to make a difference and lead with passion, integrity, and dedication, we want to hear from you.

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've 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 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Our Priorities: Big Moves

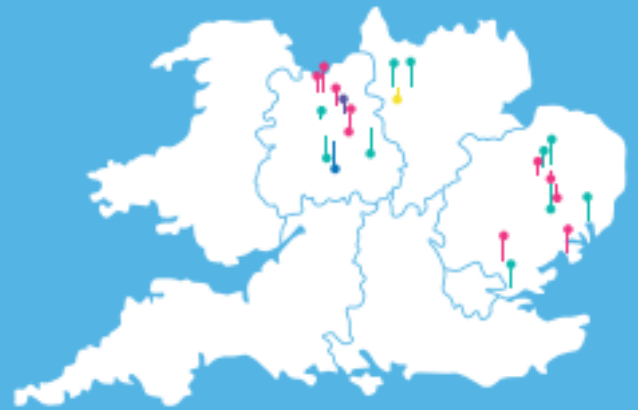
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



- Academy Transformation Trust
- Secondary Academies
- Primary Academies
- Special Academies
- FE Colleges



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

Finance

£78 million in funding and other income

ATT Institute | Offering the very best PD opportunities for all our colleagues.

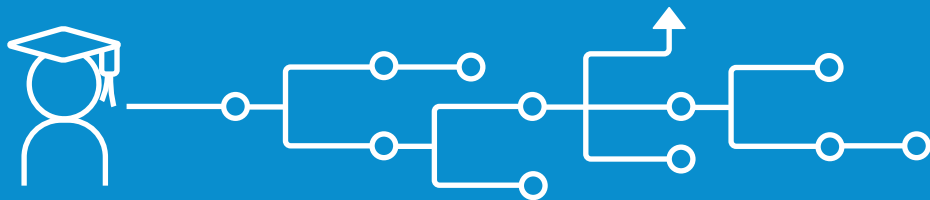
Ofsted
Performance

1 Outstanding

19 Good

1 Requires Improvement

02. Career Testimonials



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.

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.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

03. The ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

04. Job Description



Principal

Purpose of the job

This role takes both operational and strategic leadership of the academy. You will be supported, challenged and line managed by the Director of Primary Education.

Responsible to:	Director of Primary Education
Job Purpose:	<p>The Principal will work strategically to lead and develop Ravens 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 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.</p> <p>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 Governing Body, will develop a strategic view of the academy in its community and analyse and plan for its future needs and developments.</p>

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 (AIP) ensuring that it is updated regularly throughout academic year, particularly following all CSI activities.
- To work with other principals and the executive leadership team 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 Governing Body 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.

Duties & Responsibilities

Academy culture and behaviour

The Principal will:

- Create a culture where pupils experience a positive and enriching academy life. Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behavior from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in the academy.
- Use consistent and fair approaches to managing behavior, in line with the trust's behavior policy.

Teaching, curriculum and assessment

The Principal will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structured and coherent curriculum in line with trust policy.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

Additional and special educational needs (SEN) and disabilities

The Principal will:

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the academy works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the academy fulfils trust policy and statutory duties regarding the SEND Code of Practice.

Managing the Academy

The Principal will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care, ensuring that trust policy and guidance are followed.
- Manage staff well with due attention to workload.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Professional development

The Principal will:

- Ensure staff have access to appropriate, high standard professional development opportunities from the ATT Institute and beyond.
- Keep up to date with developments in education.
- Ensure training and continuing professional development is effectively planned, delivered and evaluated.
- Make sure professional development opportunities draw on experts both within, and beyond the academy.
- Seek training and continuing professional development to meet the needs of all staff members.

Governance, accountability and working in partnership

The Principal will:

- Understand and welcome the role of effective governance, including accepting responsibility.
- Work in partnership with the Local Governing Body.
- Ensure that staff understand their professional responsibilities and are held to account.
- Ensure the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other trust academies, educational providers and organizations.
- Working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the head of academy will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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.

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

05. Person Specification

Principal

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> • Has qualified teacher status. • Holds evidence of further study in education • 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	<ul style="list-style-type: none"> • Experience of senior leadership in Primary education • Substantial, successful and varied teaching across the Primary age range • Working with children with a variety of needs 	<ul style="list-style-type: none"> • Experience of leading safeguarding • Experience of Headship
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 primary 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 	<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 primary education

	<ul style="list-style-type: none"> • Has excellent and current knowledge of all curriculum requirements and can implement, monitor and support these effectively • 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 primary curriculum 	<ul style="list-style-type: none"> • Has a track record that demonstrates the very best quality of teaching and learning for all pupil 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 • Is familiar with the work of Doug Lemov and the strategies that are 'Teach Like a Champion'
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 them to meet their statutory responsibilities for learning, teaching and standards • 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 	<ul style="list-style-type: none"> • Has a proven track record of presenting all aspects of academy performance to a range of audiences including Governors, parents and wider community
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

06. How to Apply

Head of Academy

Applying:

Please apply by visiting our vacancy site.

[Vacancies - Academy Transformation Trust](#)

Informal Discussions:

To discuss the role in more detail, please contact Ross Laird on rlaird@academicis.co.uk or call 07901 585959

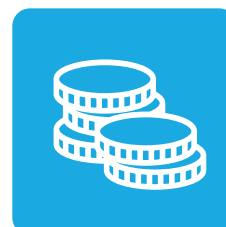


Status:

Full time, Permanent

Salary:

Leadership Point 11 – 17
(£60,488 – £69,969)



Closing Date:

1st October 2024

Start Date:

January 2025



Interviews:

Friday 18th October 2024





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