

# Principal of Shoreham Academy

## Candidate Briefing Pack







# Welcome

Thank you for your interest in becoming Principal of Shoreham Academy.

The Academy has grown to be very successful since coming into existence as a replacement for the failing King's Manor School. It has moved into new buildings, very significantly raised results and achieved an 'outstanding' judgement from Ofsted. It has become over-subscribed and developed an image in the local community of being highly successful for all its students and serving the local area well.

We now want to deepen that success and continue the improvement. We believe that further significant improvement is possible to the school's academic success – raising attainment and deepening the curriculum – and that the school can continue to extend the wider opportunities it offers. We believe that every young person in the school can succeed and should be well prepared for life and that more can go on to great success at university and in the workplace. The school has made tremendous strides, but we remain confident that the best is yet to come.

The Principal we appoint will lead this next stage of development. The foundations are extremely strong, and the school is vibrant with a real culture of achievement. The next stage of development is by no means straightforward: it is to create real excellence and depth. The rewards of success will be measured in lives transformed.

As Principal you will be part of an organisation deeply committed to the progress and success of all children and young people. We believe in serving local communities through creating excellent schools which serve all the children of the area. Increasingly, we are able as a group of schools to offer more professional opportunities and support to staff and wider experiences for students than any school could provide alone. Along with our other Principals, you will be expected to play a part in the wider leadership of the group as well as leading your school.

This is a job which will be deeply rewarding for the right person, and I hope that you are interested in the challenge it presents.

With best wishes

A handwritten signature in dark ink, appearing to read 'J. A. Coles'.

Jon Coles

Chief Executive, United Learning



# Principal Job Description

The Principal of Shoreham Academy will lead, motivate and inspire students, staff, parents and the wider community, to ensure every student is confident in himself/herself, is respectful of others, achieves well and gains the skills and qualifications to succeed in life and at work.

As a senior leader within United Learning, the Principal, together with the Local Governing Body (LGB), will be responsible for establishing and implementing the vision and direction for the school. In leading the school, the Principal will ensure that United Learning's ethos and values are deeply embedded and visible, securing 'The best in everyone' for both staff and students.

Broadly, the responsibilities of the role are as detailed below:

## Educational leadership and management

- Developing a shared expectation of outstanding teaching and learning;
- Creating and supporting an aspirational and innovative culture of learning in the school;
- Creating a climate for learning and a system of monitoring and intervention that enables all students to thrive;
- Setting high educational standards in the school;
- Designing and implementing the curriculum and the broader pupil experience;
- Setting, and monitoring against targets, student achievement;
- Ensuring the welfare and safety of all students from all groups, including their safeguarding.

## Strategic leadership and management

- Defining and delivering the vision and objectives of the school and the School Strategic Plan as agreed with the LGB and the Director of Secondary Academies (South).
- Leading the school in partnership with the LGB and key senior leaders in the school;
- Agreeing, communicating and delivering aspirational short and medium term aims within the context of the longer term vision;
- Developing and maintaining the values of United Learning in the school;
- Contributing professionally to the broader United Learning agenda.

## People leadership and management

- Leading on all staffing issues, including the appointment and development of staff.
- Ensuring a culture of working together to achieve high standards throughout the school;
- Managing performance and ensuring that staff receive appropriate support in order to achieve those high standards;
- Undertaking effective planning to ensure that the staffing needs for the school are proactively identified and that plans are in place to ensure appropriate succession;
- Creating a climate of reflective practice and professional development that enables all members of staff to flourish and achieve their very best;
- Developing the capacity within the senior and middle leadership teams;
- Promoting equality and fairness for all staff;
- Taking responsibility for one's own professional development as the Principal.



## Financial and business management

- Working closely with the Business Manager to ensure budgets are set and managed within guidelines agreed with the LGB and the Group through the Director of Secondary Academies (South) and Chief Financial Officer;
- Monitoring of actual spending against budget;
- Implementing key Group-wide policies and strategies (e.g. in relation to Compliance, Finance, HR and Technology);
- Ensuring that efficient administrative systems are implemented and managed;
- Managing and utilising the site and facilities to their full value to the school, the Group and the community;
- Ensuring that health and safety policies are fully implemented and managed.

## Links with community and business

- Developing strong and effective partnerships with parents;
- Developing a thriving sense of school community to include present and past students and parents;
- Creating proactive, entrepreneurial and effective links with the community including, for example, with business, feeder schools, other local schools and with local churches;
- Making a strategic contribution to the development of the Group;
- Developing strong and effective partnerships with local colleges and universities.

## Reporting

The Principal of Shoreham Academy reports to the Director of Secondary Academies (South) of United Learning, who is responsible to the overarching Charity Board through the Chief Executive.

The LGB, and its Chair in particular, will also work closely with the Principal in relation to its responsibilities to act as a 'critical friend' to the school. This relationship with the Chair and LGB will be key to driving the school forward and further developing local partnerships.

The Principal will keep the Director of Secondary Academies (South) fully informed on the progress of the school and will submit reports for consideration as appropriate.

The Principal will participate in an annual review as part of the agreed appraisal process.



# Principal Person Specification

## Education and training

- Educational and professional qualifications appropriate for the role of Principal of the school. Such qualifications would normally include a degree from a recognised university, professional qualifications (for example PGCE) and ideally a further post graduate qualification;
- Evidence of professional development across career to date.

## Experience

- Demonstrable success in a leadership role in a comparable organisation and through significant periods of development;
- A proven track record of creating a rich learning environment through creating a strong climate for learning;
- A proven track record of achievement in raising standards through, for example, using target setting, data analysis and curriculum innovation to improve and monitor performance;
- Evidence of the ability to develop excellent relationships with young people and adults;
- Experience in leading and developing colleagues and effective teams.

## Knowledge, skills and qualities

- An in-depth understanding of school leadership and school improvement needed to achieve outstanding student progress and personal development;
- The ability to create and implement effective management systems in which roles, responsibilities and accountabilities are clearly articulated;
- An understanding of the importance of research in developing approaches to learning and curriculum design and the ability to put this into practice;
- A thorough understanding of school markets, the analysis required to develop those and the skills to implement successful marketing strategies.

## Personal qualities

- A clear understanding of and commitment to the development of the United Learning values;
- Clarity of vision with the ability to communicate it in a compelling and engaging way;
- An adaptable leadership style which encourages leadership from others and celebrates success;
- Determination and resilience;
- Sensitivity and wisdom in managing relationships with students, parents and staff;
- High level interpersonal and communication skills with the capacity to influence at all levels;
- High expectations of student achievement, conduct and behaviour;
- A commitment to collaborative working, both within the school and across the Group;
- Openness, sense of humour, energy and enthusiasm.







# Shoreham Academy

## The vacancy

We are seeking a new Principal who will live our values of ambition, respect, determination, creativity and enthusiasm, and maximise on the opportunities presented by our school being part of United Learning, along with our outstanding new building and learning facilities, to really accelerate progress.

With a track record for successful strategic leadership in a comparable organisation, you will have the drive, enthusiasm and ambition to inspire lifelong learning and ensure we are a great school – and developing 'beyond outstanding'. Your clarity of vision, determination, sensitivity and wisdom are critical to our future success.

United Learning will provide you, as Principal, with the resources and support you need, and powerfully assist you in your efforts to create excellence throughout the school. In addition, we will make sure that as a successful Principal, you will have the opportunity to play a role in leading United Learning's development locally, regionally and nationally.

## The school

Shoreham Academy aims not only to match parents' expectations of what a school should offer their child but to exceed them. Within a welcoming and supportive environment, the school provides a stimulating and engaging education designed to give every child the chance to achieve their potential.

Located in Shoreham-by-Sea in West Sussex, Shoreham Academy is a co-educational school open to students aged 11-19 and has over 1500 students on roll. There are 270 places in Year 7, all of which are open to students of all abilities and all backgrounds.

Our aim is to bring out 'the best in everyone' – students, staff, parents and the local community. With an ethos based on the principles of respect, service, compassion, discipline and hard work, we support students as they develop into responsible and caring citizens.

Having recently moved in to purpose-built accommodation on the same site as the predecessor school, students and staff have settled in well. Our new building is a welcoming and inspiring place which meets the needs of a wide and exciting curriculum. It has bright and spacious classrooms as well as the latest facilities to help bring learning alive.

Facilities include:

- Dedicated ICT suites;
- Dance studio;
- Drama and recording studios;
- Purpose-built science labs and specialist technology workshops;
- Special Educational Needs suites;
- Art studios.





## Educational provision

We encourage students to aim high and we support them in pursuing their dreams. At our school, success of every kind is celebrated and no child is overlooked. With a rich and varied curriculum and a wide range of enrichment activities, the opportunities for students to flourish are unlimited.

Building effective relationships is key and our 'Schools within Schools' system ensures every student is known and valued for what they can achieve. Each school has its own Pastoral Team headed up by members of the Leadership Team and two non-teaching Pastoral Managers. Schools are made up of Mentor Groups which contain approximately 20 students from Years 7 to 11. The aim of our school system is to provide a safe environment where mentors can really get to know their students and older students can support, sponsor and 'buddy' younger ones.

In May 2012 Ofsted judged the school as Outstanding across the board (the report can be read here [http://www.shoreham-academy.org/upload/files/ofsted\\_report\\_shoreham\\_academy\\_june\\_2012.pdf](http://www.shoreham-academy.org/upload/files/ofsted_report_shoreham_academy_june_2012.pdf)).

Achievement was judged to be outstanding and improving, with excellent teaching, combined with high quality care, high expectations and exemplary behaviour, ensuring students make rapid progress towards achieving their challenging targets. Excellent support and guidance is given to students to ensure that they overcome barriers to learning and make progress that is similar to their peers.

Achievement in the sixth form is good and improving rapidly; sixth form students make good progress in relation to their starting points and outcomes have risen to be broadly in line with national averages.

We expect our teachers to inspire our young people, making learning interesting and exciting. Above all we want students to enjoy their lessons and to develop a lifelong love of learning.

Shoreham Academy serves its community as it serves its students. It is a resource enjoyed by the whole community, with parents, carers and children encouraged to play their part in making the Shoreham Academy a success.



## About United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors. We currently educate over 36,000 students and employ over 7,000 members of staff including over 3,000 teachers.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies.

To find out more about United Learning, please visit the website: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

As part of United Learning, Shoreham Academy shares the objective of bringing out 'the best in everyone', enabling each pupil to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.

## Our ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.





## Continuing professional development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make support and professional development of Heads and senior leaders a particular priority, given the impact that leaders have on the life of staff and students alike.

We work on the basis that each of us, however effective, can always improve. As Principal you would set personal development objectives with the Director of Secondary Academies (South) each year, and would be supported to achieve them. You would be asked to take a role in supporting the leadership of the organisation, working with other Heads in the Group – and sharing ideas and practice with one another. You would have the benefit of accessing a range of networks, including the Group Education Forum which brings together Heads from across the Group six times a year. United Learning has also commissioned training programmes from major universities. You would participate in 360 degree feedback as part of your development.

We believe that schools are at their best when autonomous and able to develop a distinctive ethos, reflecting the needs of their pupils and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that you can focus on educational leadership.

As a newly appointed Principal, you would benefit from a comprehensive induction programme.



## Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

### ‘The best from everyone’

Our aim is to bring out ‘the best in everyone’. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential? So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

### ‘Powerful knowledge’

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

### ‘Education with character’

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

### ‘Leadership in every role’

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

### ‘Continuous improvement’

However good we are, we can be better. We constantly look for improvements, and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren’t working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.





# The Application and Recruitment Process

## How to apply

For your application to be considered, we will need you to send two documents:

1. An up-to-date curriculum vitae (CV) with any gaps in employment or full-time education clearly explained. At the end of the CV please provide the names and contact details of three professional referees, one of whom must be your current or most recent employer. Please indicate clearly whether we may contact these people directly without further notification from you.
2. A covering letter, addressed to Dame Sally Coates, Director of Secondary Academies (South), which explains your motivation for applying and outlines your suitability for the role including how you satisfy the requirements of the Person Specification. Please confirm in your letter that you are available for the interview dates (see below) around which there is no flexibility. This supporting statement should be no longer than three sides of A4.

Candidates who proceed to interview will be asked to complete a simple application form later in the process.

Please email your completed CV and covering letter, as PDF files, to: [lizzie.bingham@unitedlearning.org.uk](mailto:lizzie.bingham@unitedlearning.org.uk)

The deadline for receipt of applications is **midnight on Sunday 8th March 2015**.

## The selection process

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact Lizzie Bingham by telephone on **01832 864481**. Short listing will occur on **Monday 16th March 2015**.
- The selection process will occur over two days on **25th and 26th March 2015**. More information will be provided nearer the time.
- Candidates will be offered full feedback on their application and/or interview.

## Further information

To arrange an informal discussion with Director of Secondary Academies (South), please email her Executive Assistant Debbie Goodwin [debbie.goodwin@unitedlearning.org.uk](mailto:debbie.goodwin@unitedlearning.org.uk) to arrange a mutually convenient time for a telephone conversation, or telephone her on **01832 864511**.

To arrange an informal visit to the school please contact Donna Churchill at [donna.churchill@shoreham-academy.org](mailto:donna.churchill@shoreham-academy.org) or by telephone on **01273 274100 ext 207**.





## Terms and Conditions of Employment

The below outlines United Learning's normal terms of conditions of employment for the position of Principal. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.

Employer	United Learning Trust
Position	Principal of Shoreham Academy
Reporting Line	Director of Secondary Academies (South)
Location	Shoreham Academy or such other nearby place operated by the school or to which the schools may relocate.
Start date	To be negotiated.
Starting salary	To be negotiated.
Ill health	United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days and half pay for 100 working days.
Holidays	You are entitled to take holidays during the normal school holidays except where your presence is required for proper execution of your duties as Principal. United Learning would expect you would not have less than six weeks of the year without any work involvement.
Teachers' Pension Scheme	The Principal is eligible to be a member of the TPS.
Health insurance	The Principal is eligible to be a member of United Learning's medical insurance scheme, currently with Bupa. It is also possible for other family members to be included within the policy but, when this happens, there is a charge.
Relocation	Assistance with relocation is negotiable and may be available up to a maximum of £8,000 on the basis of receipts relating to actual relevant expenditure.
Safeguarding	United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. DBS (previously CRB) check is required for all successful applicants.



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