



BACKGROUNDED

THE ROLE

Academy: Kings Leadership Academy Bolton
Post: Principal
Salary range: By negotiation
Responsible to: The Great Schools Trust Board through the Local Governing Body

Background

The Great Schools Trust will open Kings Leadership Academy Bolton open in September 2019. It will be situated some 2 miles from Bolton town centre in Great Lever. The academy will be seeking to admit up to 180 Y7 students in its first year.

The trust is seeking a founding principal for the new academy who will ensure that our students will study in an academy that will be recognised as outstanding from the first day it opens. Consequently, the Trust Board wishes to appoint a leader with a collegiate style, has presence, gravitas and integrity and who is committed to the development of a values led, inclusive 11-16 environment focussed on enhancing the long term social mobility of its students.

The trust is keen to build on its successes and continue the quest for outstanding outcomes for all our students. Therefore, we wish to appoint someone who knows what 'outstanding' looks like, and who has the inspirational and organisational qualities to lead us there, whilst preserving and further developing the beliefs, values, mission and culture of the Great Schools' educational model.

This is a unique opportunity, and the successful applicant will find this role both challenging and fulfilling as the trust expands in to Greater Manchester. As founding principal he / she will be expected to build relationships within the town and the region seeking partnership opportunities to deliver excellence and security to young people on a wider scale whilst further developing the reputation of the trust.

We are looking for an outstanding educational leader with a strong track record of success in his / her present portfolio and the vision and ambition to successfully found our new academy. Whatever your previous experience, the trust will ensure that, if appointed, this post is the right one for you, with real prospects of professional development and personal satisfaction.



Vision, mission and ethos of GST academies

The vision of the Great Schools Trust

To create a mutually supportive group of outstanding schools that give every Great Schools' students the opportunity to go to university or pursue the career of their choice – no ceilings!

The Mission of each of our academies

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful citizens in tomorrow's world.

The ethos that we seek in each of our academies

We firmly believe that if young people come to a school where they feel valued, safe and teachers have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more. Research shows that pursuing a character-driven approach to education, based on a firm set of values, is the lever that produces such an ethos.

Our students

We firmly believe that all of our students can become successful learners. To help them on this journey we agree with each Y7 student and his / her parents, a set of long term goals which become the end point of a 'flight path'. This flight path is then further broken down in to a series of Learning Cycle goals. These goals are reviewed with the student by his/her academic tutor each Learning Cycle.

Our 'character through leadership' programmes then help each student gain the confidence, self-esteem resilience and grit to achieve these long term goals.

Our belief

We firmly believe that every student, through personalised learning and clear goals, will stretch their boundaries, gain greater self-confidence and learn more than they thought possible.



The successful applicant will:

- Have the character and values that align with those of the trust focused both upon inclusivity, striving for high aspiration and achievement and dedicated to ensuring enhanced social mobility for all students
- Possess outstanding interpersonal skills to appoint, lead, motivate and further develop a hardworking and talented body of staff
- Lead with an inspirational style, maintaining a collegiate ethos and strong academic, co-curricular and pastoral systems
- Fully understand how a successful GST academy lives and breathes the ASPIRE Code in its everyday actions, the delivery of its curriculum, the manner in which it codifies the behaviour of its students and the way in which it both treats and cares for the students and adults who make up the academy community
- Fully understands that every minute matters during the school day and that there is no wasted learning time
- Has a proven track record of achieving successful outcomes within his / her present operational portfolio
- Have the political skills to engage with stakeholders within the wider community and develop further the trust's position within the academic, social and business communities of the town and the region;
- Have, or be willing to develop, the knowledge and understanding of funding and finance that are essential to successfully manage a multi-million-pound budget
- Embrace the opportunity to lead and develop an academy, supported by a Trust Board that is committed to the highest standards, inclusivity and enhanced social mobility.



Overall purpose of the post

To provide leadership and strategic direction to the academy and the wider community by:

Academy ethos

- Successfully leading and managing the academy so as to fully align it with the Great Schools Trust's educational model and philosophy.
- Successfully implementing the Great Schools Trust's agreed common routines and practices so as to ensure that the academy's mission is successfully achieved.
- Ensuring that the Great Schools Trust's approach of developing 'character through leadership' permeates the daily life of the academy.
- Ensuring high standards and expectations, in line with the Trust's ASPIRE Code, from all students and staff.

Academic performance

- Taking full responsibility for raising academic standards so that all students make progress that exceeds national averages for similar schools through the implementation of a high quality, vocabulary rich knowledge curriculum.
- Ensuring that the gap in attainment of differing groups of students is continually closing in all subjects and is recognised as being smaller than the national average for similar schools.
- Ensuring that systems are in place to review, at the end of each Learning Cycle, the individual and overall progress of students allowing the academy to implement additional support, intervention or challenge in helping each student to maintain their flight path.
- Setting high expectations so that staff concentrate their energies and pedagogical practice in achieving the above goals.

Pedagogical practice

- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design as described in the trust's Pedagogical Practice (2) booklet.
- Ensuring, through continuous personalised professional development, the development of a 'world class workforce' to provide the best possible opportunities for our students.
- Establishing 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 impact analysis.
- Create an ethos within which all staff are mutually supportive and are motivated and supported to develop their subject knowledge and pedagogical practice.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.



Successful student engagement

The Great Schools Trust firmly believes that if young people come to a school where they feel valued, safe and teachers have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more.

To achieve this the Principal will:

- Put students' needs and the successful fulfilling of their potential at the heart of all decisions in the academy.
- Strive to ensure that each student feels valued and safe within the academy through a fierce concentration on the development of positive inter-generational relationships and highly effective safeguarding.
- Develop a culture of high expectations, based on the ASPIRE Code, for academic progress, personal development and good behaviour.
- Involve students, through the establishment of a student parliament, in the decision making processes of the academy so that they take responsibility for their community, their environment and their learning.

Successful leadership

High quality leadership is critical to the success of the academy. The academy Principal will:

- Provide exemplary leadership to all staff continually modelling the values and behaviours of the Great Schools Trust.
- Exemplify and lead the concept of a 'learning school' in which all members of the school community are seen as educated, equipped, empowered and flourishing learners.
- Be a learner themselves.
- Provide outstanding opportunities for personal, pedagogical and leadership opportunities in line with the work of the trust's Institute of Character and Leadership
- Develop a deeply rooted coaching system based on rigorous quality assurance and lesson observation systems which lead to personalised professional development goal setting to improve overall performance.
- Take action to ensure all members of staff fully understand and implement the GST 'character through leadership' philosophy.
- Ensure that all members of staff use the ASPIRE code in rewarding or modifying student behaviour.
- Take action to ensure high levels of staff morale and ownership of the academy's mission, values, practices and policies.
- Ensure that all staff enjoy a sustainable work-life balance.



Partnerships and the promotion of the academy

Kings Leadership Academy Bolton will be a key partner in the Great Schools Trust. The academies within the trust are expected to work together in developing a common approach to pedagogical practice, curriculum design and student support and challenge. In order for this to happen the Principal will:

- Work together with the Principals of other academies within the trust to improve outcomes and experiences for students.
- Work closely with business, employers and training providers to maximise student opportunities.
- Maintain a positive high quality public profile for the academy within its local community and nationally as opportunities arise.

Finance, Personnel and Resources

The Principal will:

- Set a sustainable budget for the academy in collaboration with the Chief Finance Officer and the C.E.O.
- Manage the academy's expenditure within that budget complying with the trust's monthly finance and accounting procedures.
- Ensure that all the activities of the Academy are conducted in accordance with all legal requirements and regulations as set out in the Academy's Financial Handbook and that policies and procedures are consistent with best practice and recognised codes of probity.
- Develop and implement a quality assurance framework that ensures the delivery of high quality services through high quality performance.
- Recruit, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning.
- Ensure that all resources are organised and managed to provide the best possible outcomes for students.
- To ensure that development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.

Governance

The Great Schools Trust has a Board of Directors who oversee the work of the Local Governing Bodies. The Local Governing Body represents the stakeholders within the academy's community. To ensure good governance the Principal will:

- Work with the Local Governing Body to ensure that the academy meets the needs of the local community.
- Support the Trustees in ensuring that the governance of the academy meets the requirements of a charity and a limited company.
- Work harmoniously with other principals in ensuring strong compliance and accountability.



P E R S O N

CATEGORY	ESSENTIAL	DESIRABLE
1. Qualifications	<ul style="list-style-type: none"> Qualified teacher status Degree 	<ul style="list-style-type: none"> Postgraduate level
2. Experience	<ul style="list-style-type: none"> Experience as an effective senior leader in an academic organisation Substantial, successful teaching experience in an 11 -16 school 	<ul style="list-style-type: none"> Curriculum leadership in one or more subjects Pastoral leadership Experience of teaching in more than one school
3. Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management and curriculum/teaching and learning 	<ul style="list-style-type: none"> Experience of working with other schools/organisations/agencies Experience of leading/co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs
4. Strategic Leadership	<ul style="list-style-type: none"> Ability to articulate and share the GST vision of education Evidence of having successfully translated vision into reality at whole-school level Ability to inspire and motivate staff, students, parents and governors to achieve the aims of the academy Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these Knowledge of what constitutes outstanding education provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students Understanding of and commitment to promoting and safeguarding the welfare of students 	<ul style="list-style-type: none"> Knowledge of the role of the governing body Understanding of change management



CATEGORY	ESSENTIAL	DESIRABLE
5. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of a vocabulary led knowledge rich curriculum • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management • Understanding and skill in developing a range of approaches to maximise the achievement of pupils whatever their starting points
6. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of developing a strong ethos of coaching to improve pedagogical practice and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/ induction • Understanding of how financial and resource management enable a school to achieve its educational priorities
7. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, students, parents, governors and the Trust • Experience of whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff, governors and the Trust • Secure understanding of strategies for improving personal and collective performance 	<ul style="list-style-type: none"> • Experience of presenting reports to governors • Understanding the criteria for the evaluation of a school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance



CATEGORY	ESSENTIAL	DESIRABLE
8. Skills, Qualities & Abilities	<ul style="list-style-type: none">• Confidence, drive, enthusiasm, flexibility and resilience• High quality teaching skills• High expectations of students' learning and attainment• Strong commitment to school improvement and raising achievement for all• Ability to build and maintain good relationships• Ability to remain positive when working under pressure• Ability to organise work, prioritise tasks, make decisions and manage time effectively	<ul style="list-style-type: none">• Confident approach to innovation