



MESSAGE FROM THE CEO

Thank you for your interest in applying for this post. I hope that the information in this application pack and a visit to our setting will give you a good sense of the unique nature of our trust.

Astrum Multi Academy Trust was formed in 2017. Our outstanding founder, Newbridge School and forward-thinking leaders were keen to expand our provision within the London Borough of Redbridge to further support the growing need for special school places and services. This has led to the trust expanding our current schools, developing specialist support services, opening a second school (also currently expanding) and setting up college provision for the local community of young people with learning difficulties and disabilities.

This role has arisen as a result of this expansion whereby I believe that it is now the right time for each school to have a substantive Principal, in place of the current Executive Headship structure.

Our vision is to maintain and further develop our outstanding education offer to current and prospective pupils and their families who are living with SEND and disabilities and who deserve the highest degree of empathy, warmth and aspiration to thrive. We believe that every pupil has the ability to achieve and live a fulfilling life and that we, as educators, have the knowledge and resources to make this happen.

At Astrum, we value our people more highly than any other resources as it is our team who create our amazing trust. We are strongly committed to professional development and career progression, more often than not, "growing our own" - I, myself, started working for one of our schools over 20 years ago as a teaching assistant. Our Central Service Team provide support to our schools and provisions in the areas of Finance, HR/Legal, Administration, IT, Facilities and Governance to enable our school leaders and colleagues to focus their time on teaching, learning and working with our pupils.

We are looking to appoint a leader who is committed to our values, can inspire collaboration and partnership working with all stakeholders and who puts our pupils at the heart of every decision taken. We are extremely proud of the work that we do and how we support the wider SEND community within Redbridge and its surrounding areas and we look forward to bringing a new leader into the fold to build on our fantastic legacy.



Lara Parr

MESSAGE FROM THE CHAIR OF TRUSTEES

Being part of Astrum Multi Academy Trust Board is a deeply rewarding commitment indeed. It involves overseeing the strategic direction, policies, and overall well-being of our beloved pupils.

As a trustee, one plays a crucial role in ensuring that Astrum Multi Academy provides a supportive and inclusive environment, addresses the unique challenges of each child, and promotes their holistic development.

Collaboration with other trustees, governors and educators is essential to make informed decisions that positively impact the educational journey of these children.

The Trust Board is looking for a candidate with empathy, dedication, and a genuine commitment to fostering an atmosphere where every child can thrive academically, emotionally, and socially.



Davide Cason

Astrum Multi Academy Trust Vision

To provide high quality education that meets the needs of every pupil, especially the most vulnerable, by being innovative and sharing best excellent practice across the Trust and wider educational community.

This will be achieved through a partnership of outstanding special schools with the skills, expertise and resources working collaboratively to ensure the best outcomes for every pupil.

OUR TRUST

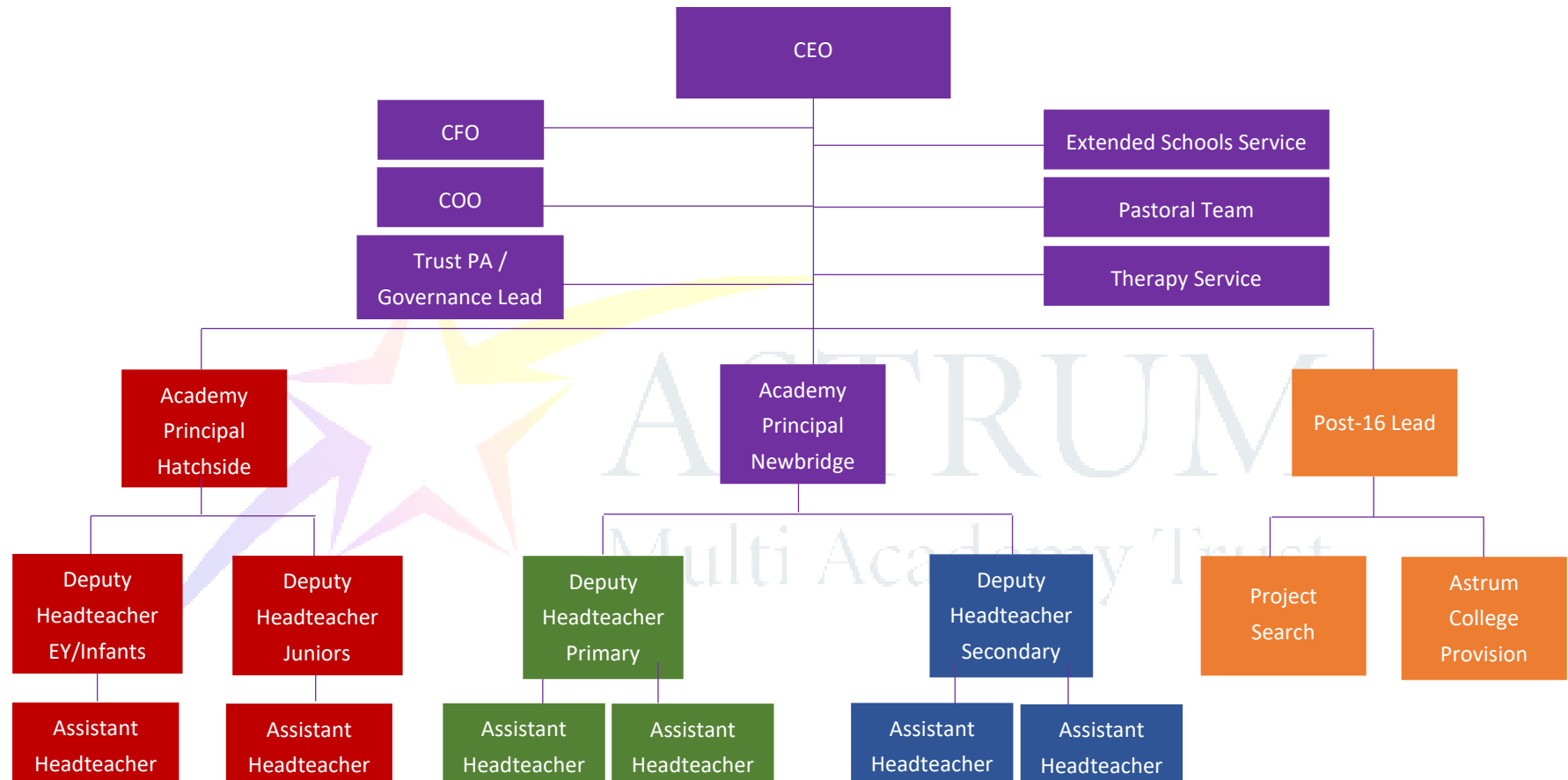
Astrum Multi Academy Trust was formed 2017 following the academisation of Newbridge School, an all through special school for pupils with a range of Severe and Complex Special Educational Needs across the London Borough of Redbridge and beyond. The second school in our Trust, Hatchside School, opened in April 2021 and currently caters for Key Stage 1 pupils with a range SEND, however, the school is expanding and we will be opening Key Stage 2 from September 2024.

In addition to our schools, we are also working in partnership with BHRUT NHS Hospitals, the Local Authority and Project Search within King George Hospital. Project Search is a one-year internship programme for post-16 pupils with learning disabilities and/or autism, whose goal is competitive employment in the community. Astrum are currently in the process of opening 'Astrum College' where our Project Search pupils will be housed, alongside a new cohort of post-school SEND pupils with severe/moderate learning difficulties. They will complete a 3-year programme of study with the intentional outcome of paid employment. Our long-term vision is to open FE provision across multiple, local sites for pupils with more complex needs who might be at risk of having limited options to post-school care and education.

In support of our pupils' holistic needs, Astrum have developed a number of services to enable better access to education and our curriculums. Our Pastoral Support Team includes; Pastoral Lead, Parent Liaison Officers and Health/Welfare Assistants who work in partnership with families and school leaders/teachers to provide support in a range of areas, such as medical conditions, training with professionals and referrals to specialist support services. Our trust Therapy Services consists of Speech and Language Therapists, Occupational Therapists and assistants who work closely with families and teaching staff to develop and implement specialist programmes. Lastly, we have worked with the local Health and Social Care Managers for a number of years to provide after school and holiday respite provision. Our Extended School's Manager works directly with school leaders and our provisions provide fun opportunities for our pupils as well as a chance for many teaching and support staff to work over-time and boost their earnings. We also hope to re-build our outreach/training/advisory services following their move back to Local Authority Management several years ago. Our schools have many specialist teaching staff and tutors who can provide both in-house as well as external CPD in areas such as; Team Teach, Assisted Handling, Makaton, ELKLAN Communication approaches, adapted EYFS approaches, etc.

We aim to grow a partnership of outstanding Special Schools and services to support the Special Needs Community in Redbridge and the surrounding areas to offer excellent opportunities for pupils and their families.

Astrum MAT – Proposed Leadership Structure 2024-25



ACADEMY PRICIPAL

PERSON SPECIFICATION

Qualifications & training

- Degree and Qualified Teacher Status (or equivalent)
- National Professional Qualification for Headship (NPQH) or other post-graduate qualification, relevant to SEND/School Leadership
- Record of CPD relevant to Leadership/Headship
- Evidence of updating professional skills and knowledge, including training in teaching and learning pedagogy relevant to supporting SEND pupils

Experience

- A proven track record of successful leadership and management experience, at a senior level, within a school setting
- A proven track record of successful teaching experience, preferably with SEND pupils or within a specialist setting
- Experience of successful strategies to monitor, evaluate and develop the quality of teaching and learning
- Experience of managing transition at the point of admission as well as into the next educational setting
- Involvement in school self-evaluation and school development planning
- Involvement in curriculum design and innovation that reflects the developmental needs of pupils and demonstrating sound awareness of neurotypical and other national expectations
- Demonstrable experience of successful people management and staff development
- A proven track record of commitment to promoting, implementing and monitoring the well-being, professional learning, equal opportunities and diversity for all
- Experience of budget planning and risk management (including facilities/estates)

Skills & Knowledge

- Sound understanding of what makes an excellent specialist school
- Excellent knowledge and understanding of all aspects of the curriculum and what constitutes highly effective teaching, learning and assessment for pupils with complex learning difficulties and a wide range of disabilities, including social/communication needs
- In-depth knowledge and understanding of relevant, current educational research and practice to inform school priorities and developments
- Excellent knowledge and understanding of how to support the holistic needs of pupils with complex disabilities and medical conditions and ability to work collaboratively with external professionals, including from across the health and social care sectors
- Knowledge of statutory and regulatory accountability frameworks, relevant to the role, including local/national safeguarding guidance, EYFS Framework/National Curriculum, Ofsted Inspection framework, SEND Code of Practice
- Understanding of school finances and financial management
- Understanding of school estates and resources management and relevant experience of risk management

Personal Qualities

- The highest level of integrity and sense of moral purpose
- An understanding of, and empathy with, the lives of families living with learning difficulties and disabilities
- A vision for a 21st century learning environment, including the use of appropriate technology
- Approachable listener, with excellent interpersonal and 'people management' skills
- Ability to inspire and motivate staff to be aspirational for all pupils
- Clear, calm and effective communication skills
- Decisiveness and consistency, with a focus on solutions
- Ability to work autonomously whilst demonstrating loyalty and collaboration, within the wider accountability structure of the trust
- Good organisational skills in order to plan, lead and delegate effectively by valuing the contributions of all
- Resilience and the ability to support the school through effective change management
- Commitment to the school, community and the wider values and ethos of the trust



JOB DESCRIPTION

Job Title	Academy Principal – Newbridge School
Pay Grade/Scale	Leadership Scale Point Range Group 7 L26-L30 (£90,996-99,981) (Outer London)
Job type	Full Time Permanent Subject to the terms and conditions of the current version of the School Teachers’ Pay and Conditions Document (STPCD), Headteacher Standards (2020) and the Burgundy Book and requirements within the statutory safeguarding guidance (e.g. Keeping Children Safe in Education and Working Together to Safeguard Children)
Location	Newbridge School (split site)
Responsible to	CEO

Astrum Multi Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Core Job Purpose

The Academy Principal is accountable overall to the CEO and Astrum Multi Academy Trust Board (via the Schools’ Committee of local governors) for ensuring the educational success of the pupils and school within the overall framework of the trust’s strategic plan(s), relevant legislation, best practice and available resources.

The Academy Principal will ensure pupil and staff safety and welfare through effective approaches to safeguarding, as part of a duty of care, will manage staff well with due attention to workload and will ensure rigorous approaches to identifying, managing and mitigating risk.

The Academy Principal will ensure that the school fulfils its statutory duties regarding the SEND Code of Practice.

The Academy Principal will ensure the safe and successful operations of both school sites, overseeing and enabling the Deputy and Assistant Principals’ roles and work.

Strategic Leadership and Development of the School

- Work with the CEO, school leaders, staff and other stakeholders to develop and communicate a shared educational vision, which expresses the core values of the trust, is responsive to the needs of the pupils, their families and the local community and motivates and inspires others
- Embed a culture of high aspirations of pupils, their families and all staff, fostering self-belief in achievement and developing independence amongst all, regardless of pupil starting points
- Work closely and collaboratively with other schools/provisions within the trust and all key stakeholders to achieve this vision and secure commitment to its enactment

- Develop a strategic approach that focuses on progress to ensure sustainable school development and improvement, through consultation with the school community
- Aligned with the trust and school vision, implement agreed objectives, operational and business plans and develop appropriate mechanisms for regular monitoring and review to secure school development
- Inspire and influence others, across the school, trust and wider education community, championing best practice and promoting the value of special education
- Work with the trust framework for school development, including engagement with external school networks (such as the Redbridge Education Partnership) and trust-approved peer review programmes
- Within the trust framework(s), establish and oversee systems, processes and policies so the school can operate effectively
- Allocate financial resources appropriately, efficiently and effectively

Leading teaching and learning

- Promote excellence in teaching and learning, ensuring a continuous and consistent school-wide focus on pupils' achievement and development (moral, spiritual, personal, social and physical as well as academic)
- Create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense and maintain a lifelong enthusiasm for learning and personal development
- Secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing
- Ensure a robust and sustainable focus on supporting pupils to make the best possible progress in all aspects of the curriculum, including wider engagement in enrichment opportunities, challenging underachievement and underperformance as/where necessary
- Ensure the development and consistent implementation of curricula that are informed by current knowledge and best practice to develop the potential of all pupils, promoting innovative strategies for those with protected characteristics and fostering a positive approach to managing pupils with profound/severe disabilities and behaviours associated with their special educational needs
- Ensure and further develop personalisation of the curriculum, supported by innovative use of specialist strategies and resources to promote pupils voice, communication and independence
- Promote a school culture of staff who are analytical about understanding pupil needs and behaviours and who use their knowledge to implement and ensure successful learning takes place for all pupils
- Ensure the development and consistent implementation of robust assessment, tracking and monitoring systems that accurately identify and evidence pupil progress, implementing specialist/personalised intervention where necessary
- Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge underperformance at all levels and ensure that appropriate action is taken in accordance with trust policies and procedures
- Develop and implement strategies to ensure continuity of learning at all points of transition and promote consistency and continuity between trust schools, school sites, and (where appropriate) into alternative/further education, working with school leaders and the wider teaching staff to ensure that pupil transitions are well planned and implemented

- Provide a range of extra-curricular activities which will provide a broad and well-rounded education, support pupil development and ensure rich experiences and opportunities for all

Performance and standards

- Be accountable for standards, across all aspects of the school
- To report to the CEO and governors/schools' committee (and if requested, the trust board), on school performance and the implementation of trust policies, thereby ensuring full involvement of the governors in strategic planning, business activities, monitoring and building relationships with the wider community
- Understand and welcome the role of effective governance, including accepting responsibility
- Engage positively in trust school improvement processes, including external moderations, such as peer support and review programmes across the trust, local school network, SEND networks and the local teaching school hub(s)
- Be ambitious for pupil outcomes, ensuring targets for academic performance are met
- Maintain a sharp focus on the achievement of both whole cohorts and pupil groups, including disadvantaged pupils and those with protected characteristics
- Ensure that data is accurate and both shared and analysed with impact, in line with the trust policies and frameworks
- Ensure intervention and raising achievement plans are detailed and effective, then implemented with rigour, ensuring impact on pupil progress and outcomes
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Leadership of self and others

- Provide dynamic and consistent leadership for the school and its staff, ensuring the successful delivery of the visions, ethos, aims and objectives of the school and trust
- Be a professional role model, setting high standards and expectations for personal, pupils and staff behaviours in support of the achievement of the school's intended outcomes
- Develop and maintain respect of all stakeholders, inspiring individuals to collaborate and contribute positively to share ideas and plans towards school development
- Implement performance management systems and processes for teaching and support staff to ensure the effective delivery of agreed outcomes for pupils and school development, within the trust framework and policies, holding all staff to account for their professional conduct and practice.
- Regularly review own practice, set personal targets and take responsibility for own continuous professional development
- Ensure that processes are in place to encourage all staff to motivate, empower and be similarly active in their personal and continuous professional development and promote the trust ethos of aspirational career progression
- Ensure that training and continuing professional development opportunities are thoughtfully planned, implemented and evaluated, in line with personal and school-wide objectives and draws upon expertise from both within the school/trust as well as beyond
- Take a proactive role in enabling and developing staff, planning for succession, through coaching and other innovative means of leadership and management, particularly for middle and senior leaders

- Have regard to the desirability of teachers and other staff being able to achieve a satisfactory balance between the time required to discharge their duties and the time required to pursue their personal interests outside work.
- Work collaboratively with local governors to encourage and support all to fulfil their governance responsibilities effectively, particularly in terms of holding the school to account and challenging the school to enable all pupils to make the best possible progress and achieve their full potential
- Keep abreast of educational developments (particularly with regards to the special education needs sector) and best leadership/management practice in order to introduce appropriate innovation, whilst building on the best of the trust ethos and vision
- Engage with relevant professional networks, maintaining an outward facing attitude and approach, supporting to uphold and advance the high standards and reputation of the school/trust

Ethos and Community

- Create effective means of communication to ensure that all stakeholders of the school community (including families) are kept informed about, consulted on, and understand the aims of the school, its policies, procedures and future direction
- Create strong links and collaborative ways of working with all stakeholders, including the wider school community, trust schools/provisions/services, neighbouring schools and colleges, health and social care colleagues and the local community, ensuring that the school is at the heart of the community
- Work with other public and voluntary sector agencies, clubs and societies in the local community to develop and ensure extended services
- Work with the school/trust fundraising teams (such as the PFA), attending meetings and supporting with events and publicity to drive family and staff engagement and influence how funds are spent
- Work with the trust team, local authority and governors/trustees to support the achievement of locally determined educational and SEND priorities and initiatives
- Develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of service delivery and engagement with the broader community
- Foster a culture where all members of the school community respect others and their physical surroundings
- Provide appropriate systems of pastoral care to support the personal development of all pupils and uphold the school's caring climate in which self-confidence, independence, resilience, self-respect and social responsibility are encouraged.
- Develop amongst the teaching staff an outwards perspective and desire to contribute to the wider life of the school and trust

Management of the organisation

- Ensure effective operational management for the delivery of education within the school's budget and in accordance with financial and organisational structures of the trust
- Work within the defined organisational structure of the trust/school, that enables effective and efficient ways of working and supports the achievement of the school's objectives
- Work with the CEO/Executive Headteacher to manage all educational resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities

- Within the trust's policies and processes, be accountable for specialist funding grants (such as pupil premium, PE/Sports Grant), developing spending plans, seeking approval from CEO/governors and reporting on impact
- Within the school's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce who have a clear understanding of the schools/trust vision and of their personal role in enabling and promoting high quality teaching, learning and outcomes for pupils and their families
- Promote innovation in the use of appropriate existing and new technologies to achieve excellence
- Work with the trust Extended Schools and Pastoral Teams to support and ensure that opportunities for extended schools' provision (such as after-school/holiday clubs) are put into place and that their quality is monitored
- Work effectively with trust leaders, principals and governors/trustees to ensure that there are robust, reliable mechanisms for appropriate risk management in all school educational activities
- Act in accordance with the trust policies, procedures and legislation effecting the conduct of the school, particularly those governing health and safety, finance and HR/employment rights

Supporting the wider work of the trust

- Develop strong, positive relationships with trust colleagues, particularly Principals/Senior Leaders and school/provision/service leaders; contribute to collaborative work across the trust schools/provisions/services and support other staff in trust work and projects
- Participate in trust and sector-wide activities in order to share best practice, contribute to the development of trust strategies and policies and promote the school/trust positively
- Promote the trust and trust development in a positive, supportive manner, engaging in shared use of facilities and staff expertise, providing training and development opportunities to staff across and beyond the trust
- Undertake any other reasonable duties deemed appropriate to the role, as discussed and agreed with the CEO

Notes

This job description may be amended at any time in consultation with the postholder.

The trust is strongly committed to Safeguarding and Promoting the Welfare of Children and Young People. The successful applicant shall be required to undertake an enhanced DBS disclosure and other safer recruitment checks

LONDON BOROUGH OF REDBRIDGE

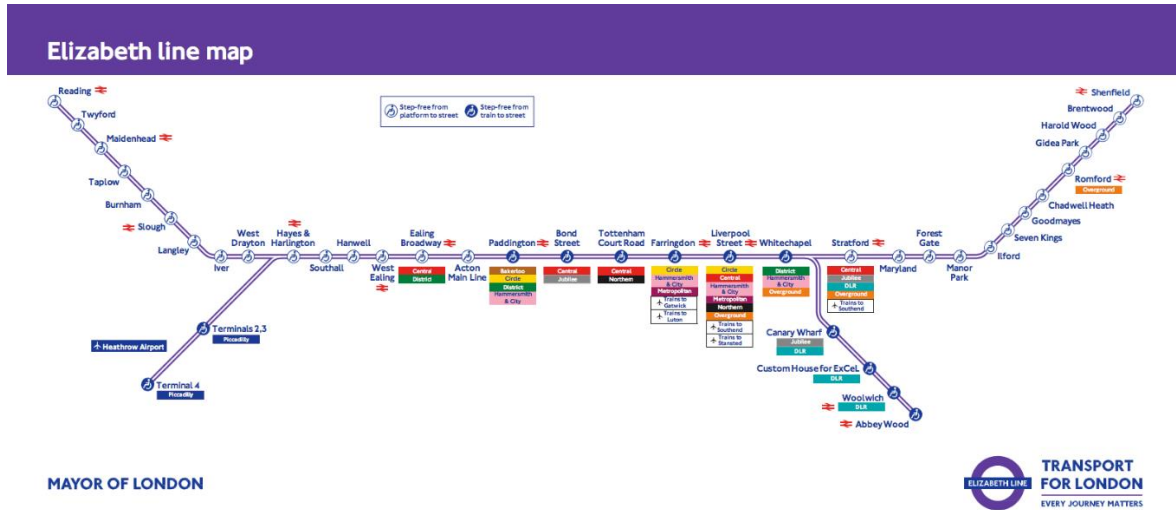
The London Borough of Redbridge is in the North East of London, bordering Essex county. The borough shares boundaries with the Epping Forest District and the ceremonial county of Essex to the north, with the London Borough of Waltham Forest to the west, the London Borough of Havering to the east, the London Borough of Barking and Dagenham in the south and east, and the London Borough of Newham to the south.

Redbridge is one of the most ethnically diverse local authorities in the UK.



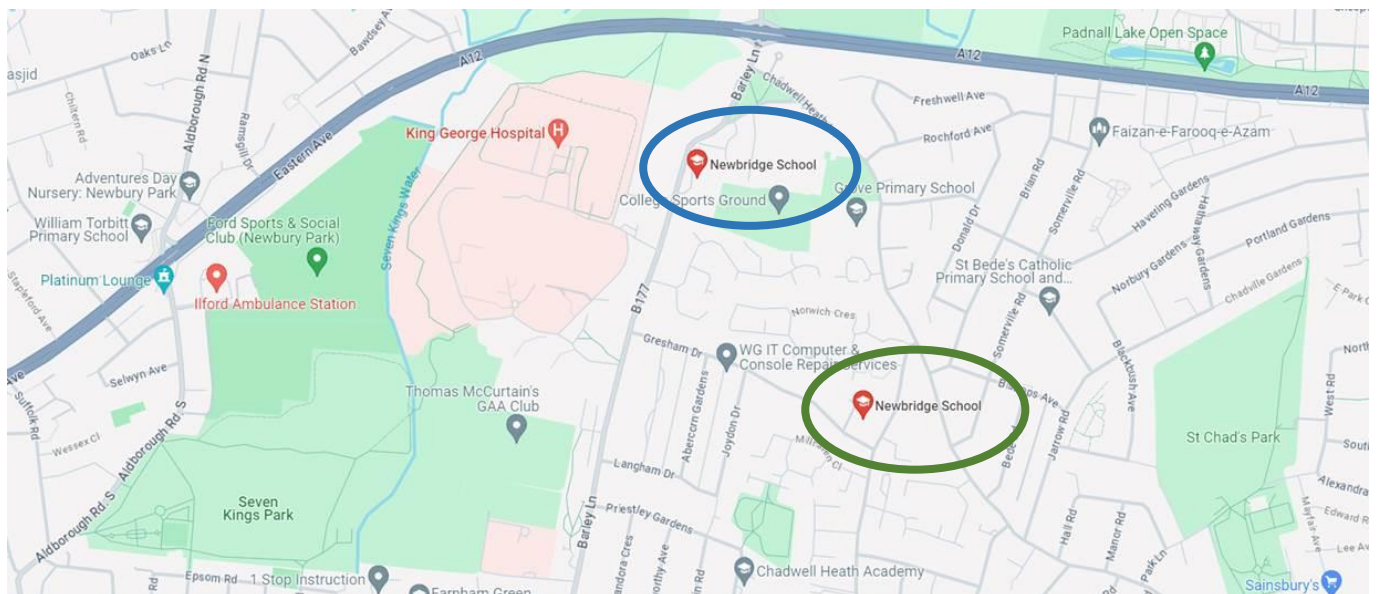
OUR LOCATION

Newbridge School is split across two sites, which are within one mile of each other. There are great transport links to both, with buses and they are also within walking distance of Chadwell Heath and Goodmayes stations, both on the Elizabeth Line.



Lower school - Gresham Drive
161 Gresham Drive, Chadwell Heath,
Romford
Essex
RM6 4TR

Upper School - Barley Lane
258 Barley Lane
Goodmayes
Essex
IG3 8XS



NEWBRIDGE SCHOOL

Newbridge School is an Ofsted rated Outstanding special school catering for children and young people between the ages of 2 and 19 years who have complex learning difficulties, often accompanied by additional special educational needs, which may include;

- Physical disabilities
- Sensory impairments
- Autism
- Associated behaviour
- Medical needs

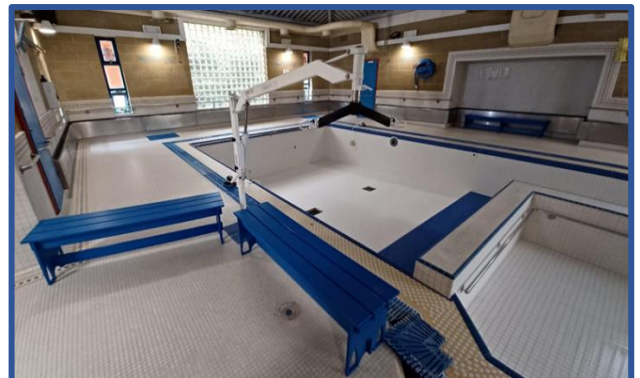
Lower School is for pupils in Early Years Foundation Stage, Key Stage 1 and Key Stage 2 and is made up of 11 classes with a maximum capacity of 77 pupils. Upper School is for students in Key Stage 3, Key Stage 4 and 16-19 and is made up of 14 classes and a maximum capacity of 92 pupils.

Pupils transfer from Lower School to Upper School at the end of Key Stage 2 and are supported to do this through a well-planned transition programme.

Newbridge Lower	Newbridge Upper
FSM – 37.66%	FSM – 40.66%
ESL – 16.88%	ESL – 35.43%
Minority ethnic pupils – 68.13 %	Minority ethnic pupils – 79.34%

OUR SPECIALIST FACILITIES

We are very proud of the specialist facilities we have to offer our pupils, including; hydrotherapy pools, sensory rooms, rebound therapy, playgrounds, sensory garden and much more.



For more information please visit our website <https://www.astrum-mat.org/>