

Assistant Head of College (Assistant Principal) Strood Academy



More than just a job. More than just an employer.

Leigh Academies Trust is a dynamic, vibrant multi-academy trust, founded in 2008. Today we encompass 31 academies across Kent, Medway and South-East London.



LEIGH
Academies Trust

Simon Beamish

BA (Hons) MSc PGCE NPQH NLE FCCT

Chief Executive
Leigh Academies Trust



Welcome

Through a model of education that creates a network of inspirational and inclusive academies that share the same values, the Trust provides the drive for educational improvement and dynamic transformation. All of the academies work closely and collaboratively together, along with our partners, seeking to exploit the key educational philosophy of human scale education. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the young people in our care.

As of 1st September 2023, our Trust comprises 31 geographically organised academies (15 secondaries, 14 primaries and 2 special) educating over 20,000 students, and employing 3,000 talented staff. Nearly 40% of our academies are judged outstanding overall by Ofsted, versus 15% nationally. The Trust is establishing four 'clusters' of academies: North Kent; Central Kent; South East London; Medway. In addition, the Trust is responsible for one of the region's biggest initial teaching training organisations, a large teaching school hub and is an accredited apprenticeship provider. Our future plans are found in our [Vision 2030](#) document available on our website.

We are now recruiting to appoint an exceptional leader to the role of Assistant Head of College (Assistant Principal) at Strood Academy. The role of Assistant Principal is a pivotal role in the school's future journey as our appointed leader will continue to build and evolve our unique and inspirational place of learning at Strood. The successful candidate will work closely with the Principal and other senior leaders across the Trust

to maintain and further develop a strong network of effective academies across the organisation.

Our ideal candidate will be an experienced middle leader or a current Assistant Principal who can demonstrate significant whole school impact. We are looking for an exceptionally talented leader who will use their energy and vision to make a real impact, achieving outstanding outcomes for our students and ensuring that the school exceeds current standards and achievements.

Our successful candidate will receive encouragement, support and guidance to develop your own career within the Trust. This is a career defining opportunity and we look forward to hearing from senior leaders who are ready for the next step.

Strood Academy

At Strood Academy we are relentless in our mission to ensure that all pupils receive an excellent education that leads to real choice in life. We are committed to our pupils, supporting them to flourish as individuals ready for the 21st century. We offer our pupils a commitment to excellence based on high-quality teaching and a wide range of experiences beyond the classroom.

Our collective mission through our small school model ensures our pupils receive a world class IB education which allows them to become highly ambitious, successful citizens who are well positioned to create a better world. We set unapologetically high expectations, challenging our pupils to believe in their ability and have the choice in life they truly deserve. We ensure our pupils are at the forefront of tomorrow.

- Our pupils believe in the value of their learning journey and are proud of their education.
- Our parents believe in our mission and work in partnership to achieve excellence.
- Our staff believe in the transformative power of education.

We explicitly teach our values which are embedded within the heart of our academy. They are central in everything we do. Our academy values provide our framework to enable our journey to excellence.

At Strood Academy we are working to achieve [Vision 2028](#) which is underpinned by 10 foundations. These foundations are at the cornerstone of all that we say, we think and we do. Whilst we set upon our journey to excellence, our foundations will remain the key ingredients for success; they will remain constant and enable us to achieve Vision 2028. Vision 2028 has been developed in collaboration with [LAT Vision 2030](#) to ensure a Trust approach to continuous academy improvement.

- We hold the highest expectations and embed positive engagement as part of our curriculum;
- We teach an ambitious and knowledge rich curriculum;
- We inspire every individual to become an active global citizen;

Jon Richardson

BSc (Hons) PGCE MA NPQH

Principal
Strood Academy



- We are relentless in creating a better world;
- We develop strong, collaborative community relations;
- We take pride in our safe, nurturing and inclusive learning environment;
- We lead with expertise;
- We care about our staff;
- We harness the power of technology
- We promote social justice through excellent outcomes for all.

This is a happy, warm and welcoming school and we pride ourselves on the relationships that we have with our pupils, caring for them throughout their education at Strood Academy. We also work closely with families to ensure that all of our pupils are committed to learning and develop the character necessary to take advantage of all the opportunities in which we provide.

We deliver innovative teaching and learning through our broad, balanced and inclusive curriculum allowing our pupils to experience a rich variety of subjects. Our curriculum and lessons are sequenced to enable our pupils to build on their prior knowledge and further develop their understanding in order for them to achieve the highest outcomes regardless of their starting point.

Our staff are dedicated to providing an exceptional learning environment where pupils are challenged and stretched to achieve their personal best. Our enrichment programme and curriculum are designed to support the development of our pupils into well rounded individuals who engage as positive citizens within their communities as well as becoming lifelong learners.

Pupils are encouraged and supported to flourish through a culture of high-expectations, aspirations and traditional values. We have a warm but strict approach and expect our pupils to uphold the highest standards in terms of attitude to learning, behaviour, attendance and appearance. We have a small school structure within our academy where pupils are placed into one of three colleges. This allows our highly skilled

Strood Academy

staff to provide excellent pastoral support, nurturing them academically, socially and spiritually in a much smaller environment. We look forward to welcoming you into our community as we journey towards excellence together. Our collective ambition is exceptionally high, we will not make excuses for failing to deliver on our commitment to excellence.

At Strood Academy we pride ourselves on providing excellent pastoral care for our pupils. We are able to do this by having a small school structure. All pupils are assigned to one of our colleges which are:

- Victory College
- Hercules College
- Trafalgar College

Our colleges are each named after a ship built in Chatham Dockyard, thereby maintaining a link to the heritage of our area. Each college represents just over 400 pupils and is led by a Vice Principal and two Assistant Principals. Each college is supported by an extensive team to provide excellent pastoral care for our pupils which includes a Head of Pastoral, Deputy Head of Pastoral, Senior student Support Manager, two student Support Managers, a Safeguarding Officer and College Admin. This college team is available throughout the academy day to support all pupils to ensure we fulfil our ambition of providing excellent pastoral care for all.

Our curriculum at Strood Academy is a 7 year curriculum, where pupils commence in Year 7 and follow their studies through until Year 13. Our curriculum is carefully designed to support long term memory which builds on prior knowledge. In Years 7, 8 and 9 pupils will have access to an ambitious and rigorous curriculum which is delivered through the International Baccalaureate Middle Years Programme (IB MYP). The MYP places great emphasis on international-mindedness, interdisciplinary learning and service to others. It covers expected national curriculum areas but also offers opportunities to be actively involved in the community and promotes environmental responsibility, as well as the knowledge and skills to be effective in an ever-changing world.

Jon Richardson

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Principal
Strood Academy



In addition to this, pupils will develop 10 key character traits where the IB learner profile will be embedded within the taught curriculum and all other aspects of pupil's development, including pastoral, social times, enrichment and extracurricular activities to support their holistic learning and development. In Year 10 and Year 11, pupils select a number of options which enables them to personalise their curriculum. Our options are broad to enable pupils to fulfil their interests and continue their love for learning.

Our curriculum is focused to enable pupils the choice in life they truly deserve. As part of this, pupils study a broad curriculum throughout their studies which is inclusive of pupils studying the EBacc in Key Stage 4. We place high emphasis on ensuring that pupils are fully prepared for their stage and achieve exceptional examination outcomes. Our teaching pedagogy at Strood Academy is supported by extensive educational research, ensuring that no time is wasted and pupils maximise their studies to achieve the very best outcomes. Our teachers use assessment regularly. This supports further intervention and teaching to enable our pupils to be successful.

We issue reports to parents indicating progress, attitude and homework three times a year as well as providing a parents evening to support the key relationships between the academy and home. We have unrivalled facilities and equipment that enhance the learning experience and engage pupils across the curriculum. We encourage innovation through our teaching and learning with the use of Chromebooks and each pupil is given their own one for their entire time at the academy, aiding learning to continue beyond the school day.

Our variety of teaching and learning activities reflect the balance of traditional and innovative approaches that are used in the classroom. Pupils have the opportunity to develop their core knowledge through regular retrieval practice and through our homework strategy using knowledge organisers. Homework is an essential ingredient for personal success and forms an important partnership with each family.

Learning continues beyond the end of the school day, at weekends and holiday periods. All pupils have the opportunity to be involved with a vast range of activities and interests that improve learning, self-esteem and well-being, and help build lifelong friendships.

We believe that all pupils should be equally valued in our academy regardless of their needs or approach to learning. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe. High quality teaching and differentiating for individual pupils, is the first step in responding to pupils who have or may have SEND. The academy regularly and carefully reviews the quality of teaching for all pupils through a robust system of quality assurance which enables our teachers to continually improve and ensure they are meeting the needs of every pupil. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

The Endeavour Centre is a Specialist Resource Provision (SRP) which provides pupils with an Education Health Care Plan and diagnosis of autism access to an exceptional education. The Endeavour Centre can support up to 25 pupils, who receive a bespoke curriculum to support their learning as well as access mainstream lessons and subject specialists. Our academy is one, where the Endeavour Centre is truly part of Strood Academy and enables our pupils to feel part of our school community.

OFSTED last visited Strood Academy in December 2021 and confirmed that the academy continues to be judged 'Good' and is very strong in many areas. To read the full report please [click here](#).

Strood Academy is part of Leigh Academies Trust and together with our skilled governing body we are committed to providing educational experiences that enable our pupils to reach their full potential. We know that pupils achieve their best in a supportive, caring environment and a strong home/school partnership being essential in helping to develop our pupils into successful individuals.

We look forward to welcoming you to our academy.

Mr Jon Richardson, BSc (Hons) PGCE MA NPQH

Principal

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Vacancy

We are now recruiting for the role of Assistant Principal for Strood Academy; a truly rare leadership opportunity within a very successful and financially sound, mature and geographically local multi-academy trust that combines management freedom for effective leaders with secure central support that encourages collaboration for success.

The successful candidate will play a huge part in accelerating the development of the school into an outstanding provider of education. We will expect the Assistant Principal to support the further development of a positive culture and ethos where every child is expected to do well and their progress is supported every step of the way. Our successful candidate will be a talented and highly motivated leader with drive and commitment to excellence as well as strong interpersonal skills, and the ability to communicate to a range of stakeholders. You will be joining a supportive, committed and passionate team who work hard to ensure that all of our students achieve their potential.

We are looking for an experienced professional who can demonstrate strategic leadership and excellent management, and a proven track record of success in raising standards, preferably in a non-selective setting. You will be expected to play a key role in developing the strategic vision for Strood Academy even further whilst ensuring that our students develop their potential, achieve academic excellence and develop our core values. The successful applicant will be a key member of the senior leadership team, with a specific area of whole school responsibility that will both develop and complement your existing skills and interests and will model our human scale approach to education by driving our small schools philosophy.

The successful candidate will work closely with the Vice Principal and will have management responsibilities for key subject areas. This post provides an outstanding career opportunity to be part of driving our academy forward and to play a critical role in the next phase of the academy's development.

We wish to hear from you if you are committed to changing our education world and are:

- an enthusiastic, energetic and ambitious school leader with a track record of success at secondary level;
- a motivational and inspirational leader with high expectations of staff;
- confident and able to communicate a clear vision for the school;
- able to develop children to reach their full potential regardless of background or circumstance;
- approachable and keen to work with staff across the Trust to ensure wide success;
- able to establish and develop excellent relationships with the community and other stakeholders.

For our successful candidate, being a member of staff at Strood Academy and the wider Trust means you'll receive access to a great range of employment benefits from day one. [Click here](#) to view the current benefits package, and be mindful that the list is always growing.

Position	Assistant Head of College (Assistant Principal)
Location	Strood Academy
Responsible to	Head of College (Vice Principal)
Basis	Permanent, Full-Time
Commencement	September 2024
Salary	Leadership scale commensurate with experience

Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this.

On the basis that interested candidates may be keen to visit the academy before making a formal application, you can arrange this by contacting Claire Mexter (PA to Principal) via: claire.mexter@stroodacademy.org

Visits will be hosted by a member of the Senior Leadership Team. Please ensure you offer Claire a range of dates when you are available in your initial email to ensure we can coordinate a visit that works for both you and the academy.

Candidates wishing to have an initial conversation with the SLT about this role can also arrange for a telephone call. Those wishing to do so should also contact Claire Mexter (as above) in the first instance.

When ready to apply, suitable and interested candidates are invited to complete an online application detailing why they are suitable for the role. This can be submitted on Jobtrain via the following link;

[Assistant Head of College \(Assistant Principal\) - Strood Academy - Online Application Form](#)

If you have any queries on any aspect of the application process or need additional information, please contact Rachel Cribben (LAT Talent Team) on rachel.cribben@latrust.org.uk

The academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.

Closing date for applications

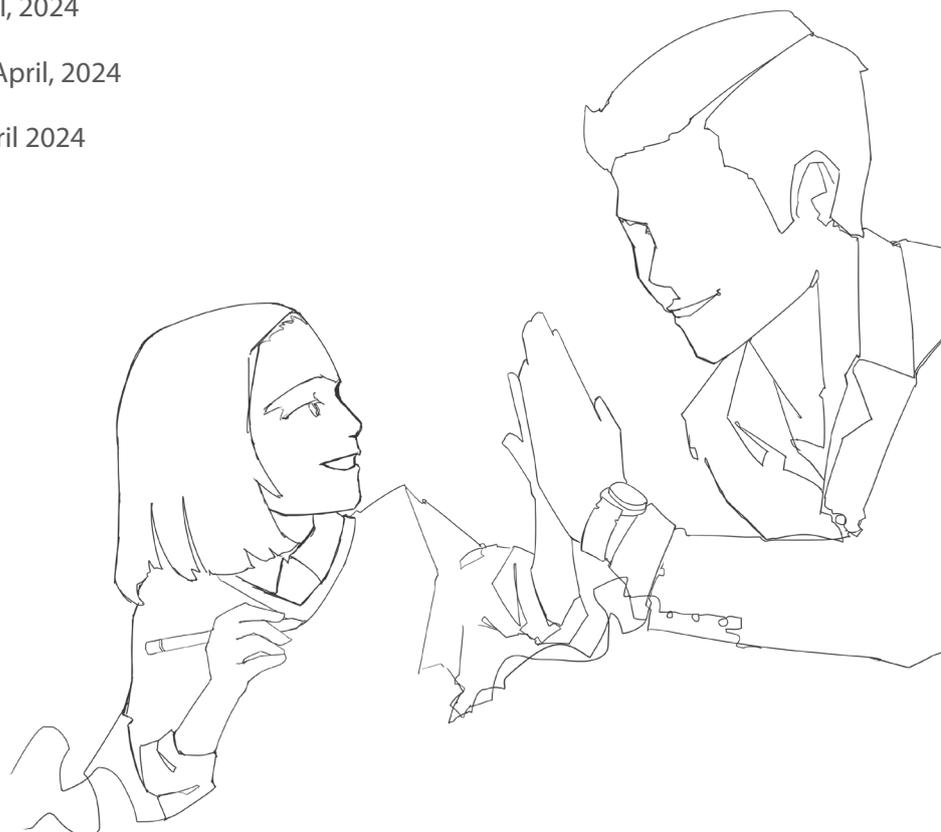
Tuesday 16th April, 2024

Shortlisting date

Wednesday 17th April, 2024

Interviews and assessment activities

Thursday 25th April 2024



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Job Profile

Role: Assistant Head of College (Assistant Principal) - Strood Academy
Reporting to: Head of College (Vice Principal)

The Leigh Academies Trust is a highly successful multi-academy trust. Our model of education enables students to reach their full potential, transforming their lives and ultimately the communities in which they live.

Main purpose of role: The Assistant Principal is expected to provide the leadership and management necessary to raise standards of achievement across the academy. The role will also involve whole academy leadership of academy priorities and the line management of at least two curriculum areas.

Effective leadership where:

- a positive ethos reflects high achievement, effective teaching & learning and good relationships with students, parents, partners and the local community;
- staff, governors, sponsors, students and parents respect the academy leadership;
- staff and governors recognise their responsibility for contributing fully to the successful implementation of Trust and school policies and practises;
- the life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life in a modern digital world;
- expectations and support are high for all vulnerable groups;
- the welfare of students is safeguarded at all times;
- there is a clear Academy Performance Agreement in place and reviewed regularly to ensure continuing progress toward planned outcomes;
- efficient and effective use is made of staff, accommodation and resources;
- there is a positive contribution to the life of the Trust

and its other schools;

- good value for money is provided and finances are well managed.

Students who:

- make progress in relation to their prior attainment to expected or better than expected levels;
- achieve outcomes that reflect their full potential across all subject areas in a consistent manner;
- make the most of academy extra-curricular activities and specialisms;
- are well prepared for assessments and necessary examinations;
- are enthusiastic about the subjects they study and highly motivated to learn more;
- take responsibility for themselves, their learning and the academy environment;
- contribute to maintaining a purposeful working environment through their attitudes and behaviour.

Teachers who:

- have a secure knowledge and understanding of their subjects and the overall learning process;
- set high expectations for all students and for themselves;
- plan lessons and learning that address the needs of all students within the class;
- employ the most effective approaches for every group of students;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work;
- reinforce and extend students' learning through
- setting consistent and challenging personal study tasks;
- understand the importance of a regime of rules and discipline;
- are systematically monitored, evaluated and supported in their work.



Staff in general who:

- enjoy coming to work;
- are inspired and motivated to reach their full potential for the benefit of the academy regardless of their role;
- are fully engaged with the direction and activities of the Academy, willing to go the extra mile whenever necessary;
- are resilient to the everyday challenges of academy life and are supportive towards each other at all times;
- have their performance assessed regularly via a variety of methods and obtain constructive feedback on areas to improve as well as praise for achievements;
- communicate openly and clearly at all times;
- are supported in their career development and encouraged to progress.

Parents who:

- understand how an effective partnership with the academy contributes to their child's learning and happiness;
- endorse and assist the objectives of the academy and cluster as a whole;
- are kept fully informed about their child's achievements and progress and other developments across the school;
- know how they can support and assist their child's progress.

Governors who:

- give generously of their time, experience, ideas and contacts to assist leaders;
- hold academy leaders to account for quality of education, standards and finance;
- understand that their role is not to become involved in management;
- fulfil their statutory responsibilities to the Trust and DfE.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and

location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

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Person Specification

As a Trust we seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do.

For the role of Assistant Principal, we would expect candidates to demonstrate:

- passion for continuous personal and social improvement by self and others;
- professional integrity and respect for the opinions and circumstances of others;
- personal impact and presence with all stakeholders;
- leadership ability to inspire and motivate staff and students;
- excellent interpersonal and communication skills;
- passion for raising secondary achievement and solid understanding of what constitutes an outstanding school;
- significant leadership and management experience in a similar role;
- creative and innovative skills in finding new solutions;
- strong relationships with governors, parents and other stakeholders;
- willingness to share knowledge and work collaboratively with other academies and trust executives;
- abundant enthusiasm and energy;
- ability to think reflectively and adapt well to change;
- resilience and the ability to remain calm and consistent under pressure;
- reliability and ability to meet deadlines;
- sense of humour;
- effective organisational skills;
- excellent personal ICT skills.

The post holder will also be expected to undertake any other tasks as reasonably required by the Principal or Governors to ensure the efficient and effective operation of the Academy.



We build strong partnerships with parents and carers, working closely together to ensure all students enjoy a fulfilling and rewarding education.

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Benefits at Leigh Academies Trust

At Leigh Academies Trust, we want to provide you with a rewarding and enriching career and to help you to reach your full potential, both professionally and personally. As an employee of Leigh Academies Trust, here is a taster of the great benefits you can receive from day one;

- An open and collaborative working environment, not just within your academy but also across the Trust where innovation is encouraged
- A career in an organisation that values individuality and diversity
- Dedicated focus groups to ensure we have the optimal working environment in all aspects.

Professional development opportunities

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career
- Educational sponsorship (application required)
- Opportunities for career progression as we are willing and able to support moves from one academy to another.

Financial

- A competitive salary for both teaching and non-teaching staff whereby pay progression is possible on an annual basis, following successful performance
- Access to a highly attractive pension plan
- Neyber platform – support provided to build your financial confidence and support when needed with Neyber loans
- Access to a range of benefits and discounts that are sourced specifically for our staff.

Well-being

- Full-time associate staff receive 25 days annual leave plus bank holidays which increases to reflect your length of service
- The chance to work with a company who received a 'Gold' Workplace Wellbeing Award for the last two years
- Wellbeing champions and access to Mental Health First Aiders
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Student Wellbeing support from our Educational Psychologist team
- Personal resilience and Wellbeing courses
- Access to our Wellbeing platform with a range of ever evolving benefits
- Wellbeing campaigns.

Facilities

- Great school buildings with many state-of-the-art facilities across our academies, providing positive working environments
- Free/discounted gym access
- Free car parking at every site
- On-site catering with great food, all reasonably priced for staff (with the option to buy evening meals so you don't have to cook!)
- Social networking opportunities across the trust to create new relationships both inside and outside of the work setting.

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An overview of the Trust you'd be joining

Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Rochester, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to academy status.

The Trust was formed in 2008 with the linking of The Leigh Technology Academy and Longfield Academy under one governing body. It now encompasses over 20,000 students, between the ages of 3 and 19, in 31 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich. Nearly 40% of academies are judged outstanding versus 15% nationally.

Leigh Academies Trust – Our Values:

- We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.
- We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- We work together – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- We keep getting better – using our 'can-do'

attitude towards continuous improvement and innovation.

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models as government policies, rules and measures change.

**Our Mission:
Education for a better world**

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