LEIGH
Academies Trust

Job Pack

Assistant Head of College (Assistant Principal) Leigh Academy Tonbridge

Introduction

Thank you for your interest in joining Leigh Academies Trust. This job pack is designed to give you a deeper understanding of who we are, what we stand for, and what you can expect as a valued member of our team.

Inside, you'll find key details about our Trust, the academy where the role is based, and the position itself. We've also included insights into our culture, values, and the many benefits of working with us. Whether you're an experienced educator or just beginning your journey in education, we hope this pack helps you see how your goals align with ours.

We're excited to learn more about you and we hope this pack helps you decide if this is the right opportunity for your next career step.

Any questions? Contact us on:
joinus@latrust.org.uk | 01634 412 263

Welcome from our CEO

Leigh Academies Trust (LAT) is one of the largest and most successful school groups in England. Starting in 2008 in Dartford, the Trust is now responsible for 33 academies of all types, educating over 24,000 pupils, employing almost 4,000 talented staff and with access to an annual income of over £250m. Our Ofsted track record is impressive. Currently, 56% of our academies are considered to be "Outstanding" whilst inspected as part of the Trust.

LAT has remained local with all of its academies located in the South East (Kent, Medway, Bexley and Greenwich), within a one hour drive across the South Thames Corridor. This helps us to share resources and expertise much more easily and offer abundant training and progression opportunities to staff. We invest heavily in our workforce and enjoy strong retention across all job roles. The Trust has embedded various advantages which mean that LAT is an excellent place to develop a career in education. This includes being a highly inclusive employer which celebrates the diversity of its workforce.

Our scale and experience means we have been able to develop several well-chosen approaches to running schools which we know work well. These include:

- A small school approach to education where larger academies are organised into colleges. This ensures high quality pastoral care for pupils.
- A world class digital strategy where all staff and pupils have their own device making teaching, learning and operations efficient and highly impactful.
- Disruption free learning and a "warm strict" approach to behaviour management so that teachers can teach and pupils can learn.
- An all-through International Baccalaureate curriculum equivalent in quality to some of the best fee-paying schools and grammar schools in the UK and further afield.

In addition, The Leigh Institute - which is part of LAT - is responsible for Kent and Medway Training, one of the region's biggest initial teacher training organisations, a large teaching school hub called Thames Gateway and an accredited apprenticeship provider. This powerful organisation trains, develops and supports 1,000s of teachers, support staff and leadership teams across the region each year. Our future plans are found in our **Vision 2030**, available on our website.

Simon Beamish, BA (Hons) MSc PGCE NPQH NLE
CHIEF EXECUTIVE

Welcome from the Principal

Core values of integrity, courage and imagination underpin all that we do. We are unrelenting in our mission to teach those that we have the privilege to care for to do the right thing, to make courageous choices and to ignite their curiosity and imagination. Our students will leave the academy with the qualifications and skills to access the very best universities, apprenticeships and careers to which they aspire.

As a local resident and parent, I am personally invested in ensuring Leigh Academy Tonbridge plays an instrumental role in shaping the lives of our young people and the local community. As educators, we are driven by a united purpose: to maximise the future opportunities of every young person that passes through our door. The wellbeing and success of every individual is at the heart of everything we do.

Building on the strengths of our legacy school, Hayesbrook Academy, Leigh Academy Tonbridge will always be an institution that values and nurtures every young person in our care. Our small school model means that every child will be known, cared for and challenged to succeed. As has always been the case at Hayesbrook, we will continue to value the partnerships with our families recognising the critical value of the home-school partnership in ensuring the success of every child.

Leigh Academy Tonbridge is an inspirational community, with high-standards of discipline creating disruption free classrooms and a broad, innovative digital curriculum, underpinned by the principles of the International Baccalaureate Middle Years Programme. Our curriculum is knowledge rich, promotes diversity of thought and creates a framework within which students explore, understand and appreciate the power and application of knowledge in real global contexts. Through the implementation of our curriculum students mature into reflective and resilient learners who can work both independently and collaboratively to overcome challenges, are confident critical thinkers and master lifelong learning. We provide all of our students with a Chromebook to develop their digital skills and to enrich their learning in their classrooms and to support their independent study.

Our students flourish, becoming curious, caring and culturally astute young people as they move on to higher education or employment. They leave with a broad skill set and the versatility to embrace the future challenges of the modern world.

We look forward to welcoming you to Leigh Academy Tonbridge soon.

Michael Crow
PRINCIPAL, Leigh Academy Tonbridge

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 **Becky Green (Office Manager)** - becky.green@tonbridge.latrust.org.uk. Visits will be offered and will be hosted by a member of the Senior Leadership Team. Please ensure you offer Becky 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 Principal about this role can also arrange for a telephone call. Those wishing to do so should also contact **Becky Green** (as above) in the first instance.

To submit an application in full, please do so online via the following link:

Assistant Head of College (Assistant Principal) | Leigh Academy Tonbridge

If you have any queries on any aspect of the application process or need additional information please contact Amy Wenban (Recruitment Advisor) on **01634 412 205** or amy.wenban@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	23rd November 2027
Shortlisting date	24th November 2027
Interviews and assessment activities	27th November 2027
Start date	April 2027

Our Benefits

At Leigh Academies Trust, we believe that our people are our greatest asset. That's why we offer a comprehensive and competitive benefits package designed to support your wellbeing, reward your contribution, and help you thrive both professionally and personally.

From continuous professional development and career progression opportunities to flexible working arrangements, health and wellbeing support, and exclusive staff discounts - you'll find that working with us is about more than just a job.

Explore our full range of benefits here: **latcareers.org.uk/benefits**

Our Mission: *Education for a better world*

At Leigh Academies Trust, our vision is to transform lives through education. We strive to ensure that every young person - regardless of background - has access to an outstanding education and the opportunity to thrive in an ever-changing world.

We are guided by four core values that shape everything we do:

- **We care** – about our pupils and their families through our human scale approach to education, our staff and their well-being and the world around us, 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 because we are greater than the sum of our parts. We foster an enterprising culture through global collaboration with partners in business and education.
- **We keep getting better** – using our 'can-do' attitude and research informed approach to continuous improvement and innovation.

This shared vision unites our academies and teams, creating a strong, collaborative environment where staff and students can flourish.

Job Description

Leigh Academy Tonbridge

Job Title: Assistant Head of College (Assistant Principal)
Reports to: Principal
Location: Leigh Academy Tonbridge

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 English.**

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.

Person Specification

Leigh Academy Tonbridge

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 Head of College (Assistant Principal), we would expect candidates to demonstrate:

Education & qualifications

Essential

- Qualified Teacher Status, including relevant degree.
- Evidence of appropriate professional development.
- Willingness to continue professional development.
- **A subject specialism of English.**

Desirable

- NPQSL/NPQML or equivalent.

Knowledge & understanding

Essential

- Passion for raising achievement and a solid understanding of what constitutes an outstanding school.
- Willingness to share knowledge and work collaboratively with other academies and trust executives.
- Exceptional pastoral leadership skills with a focus on student wellbeing and development.

Experience

Essential

- Significant leadership and management experience.
- Significant experience in a secondary setting.
- Proven track record of significantly improving student academic outcomes in **English.**

Skills & Attributes

Desirable

- Personal impact and presence with all stakeholders.
- Outstanding communication skills to inspire and engage students, staff, and parents.
- Leadership ability to inspire and motivate staff and students.
- Excellent interpersonal and communication skills.
- Passion for promoting an inclusive culture for all students and staff.
- Creative and innovative skills in finding new solutions.
- Strong relationships with governors, parents and other stakeholders.
- Passion for own continuous personal improvement and for that of others.
- Professional integrity and respect for the opinions and circumstances of others.
- 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 skill.

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

Your Application

We recommend taking the time to review the job description and person specification in order to also tailor your application to show how your skills and experience align with the role.

You'll need to have the following ready when applying:

- Personal details/contact information
- An up-to-date CV and/or personal statement
- Employment and education history
- Contact details for a minimum of 2 references

Join our Talent Network

If this is not quite the right opportunity for you, but you would like to stay in touch, you can join one of our Talent Networks today by clicking here.

A member of the Recruitment Team will be in touch to help find the right role for you!