



SPENCER
ACADEMIES TRUST

Spencer Academies Trust

Candidate Information Pack

ASPIRATION | PARTNERSHIP | RESPONSIBILITY



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Chief Executive

Thank you for your interest in this leadership role with Spencer Academies Trust (SAT). SAT is an educational charity, Multi-Academy Trust and Sponsor of Academies. We have approaching 16000 children and young people in our academies and employ more than 2200 teachers, leaders and educational support professionals across the East Midlands. We aspire to be a leading regional high performing Trust, with a national reputation for excellence.

We currently have 14 primary academies, 8 secondary academies and one primary aged special school in our family of schools. Another primary school is on schedule to join us over the course of 20-21, as a sponsored academy, and we are opening two new free schools in September 2021, of which this academy is one. All of our schools benefit from the collaboration and added value that being a member of our Trust offers, and share our values and beliefs.

Spencer Trust academies share an ambition to deliver results that compete with the very highest performing schools in the country, and deliver a curriculum for students that is underpinned by breadth, opportunity and quality: one that seeks to give young people the opportunity to develop into well rounded global citizens that believe they can influence positive change in the world.

The successful candidate will:

- have a strong track-record of success in their current role in the secondary phase
- be a strategic thinker who can develop rapid and effective school improvement systems in a city setting
- be able to solve problems in a creative, resourceful yet pragmatic way
- be excited by the challenge of the unknown with the resilience to respond to the unexpected and a flexibility to be hands-on
- ensure the delivery of a high quality curriculum that meets the needs of local children
- be an outstanding and reflective practitioner who has teaching and learning at the heart of everything they do and can holistically lead the school.
- effectively model leadership behaviours to create and lead a cohesive team in which morale is high,
- innovate within and beyond the curriculum to address social disadvantage and fully meet the needs of pupils with special education needs
- be able to easily convey their passion that absolutely every child can succeed and promote an environment where this happens
- maintain the quality of care for the whole child that characterises all of our Trust academies
- enjoy the opportunity to work collaboratively with a supportive Trust and a team of inspirational Principals

If you feel you can meet the challenge and be part of a successful and dynamic Trust, effectively leading the establishment of one of our new schools, then we would like to hear from you.

A handwritten signature in blue ink that reads "Paul West".

Paul West, Chief Executive Officer, Spencer Academies Trust

Our Trust

The Trust currently comprises the following academies across Nottinghamshire, Nottingham City, Derbyshire, Derby City and Leicestershire local authorities:

School	Phase	Date joined Trust	Current Ofsted Grade
George Spencer Academy	S	1 September 2010	Outstanding, May 2015
Chetwynd Primary Academy	P	1 April 2012	Outstanding September 2020
Wyndham Primary Academy	P	1 September 2012	Outstanding, May 2014
Fairfield Primary Academy	P	1 September 2013	Good, July 2016
Portland Spencer Academy	P	1 February 2014	Good with Outstanding Leadership & Management, Personal Development, Behaviour & Welfare, January 2017
Glenbrook Primary School	P	1 April 2014	Good, February 2017
Sunnyside Spencer Academy	P	1 May 2014	Good with Outstanding Leadership and Management, July 2017
Heanor Gate Science College	S	1 September 2014	Good, March 2017
Long Field Academy	S	1 April 2015	Good, February 2018
Inkersall	P	1 September 2015	Requires Improvement with Good for Leadership & Management and Early Years provision, May 2018
Derby Moor Community Academy	S	1 January 2018	Good, December 2017

School	Phase	Date joined Trust	Current Ofsted Grade
John Port Spencer Academy	S	1 February 2018	No inspection since conversion
Rushcliffe Academy	S	1 October 2018	Outstanding, February 2014
Arnold Hill Academy	S	1 October 2018	No inspection since conversion
Farnborough Academy	S	1 October 2018	No inspection since conversion
Hilton Primary	P	1 October 2018	Good, January 2018
Ashwood Spencer Academy	P	1 November 2018	No inspection since conversion
The Mease Spencer Academy	P	Opened Sept 2019	Not yet subject to inspection
Chellaston Fields Spencer Acad.	P	Opened Sept 2019	Not yet subject to inspection
St Giles Special School	Sp	1 November 2019	Outstanding
Rosecliffe Spencer Academy	P	Opened September 2020	Not yet subject to inspection
Highfields Spencer Academy	P	Opened September 2020	Not yet subject to inspection
Clover Leys Spencer Academy	P	Opening September 2021	Not opened yet
Castleward Spencer Academy	P	Opening September 2021	Not opened yet
Brackensdale Academy	P	Due to be sponsored by Easter 2021	Special Measures – Directive Academy Order



Aims of Spencer Academies Trust (SAT)

Mission

Our Mission is to deliver the best possible outcomes for children and young people,

Vision

Spencer Academies Trust is an exceptional Trust, providing an outstanding education for local children.

We Believe:

- All children have a right to a quality education regardless of background or ability, and have an entitlement to the opportunity of a secure progression route in their learning and development.
- Schools are stronger when they work in collaboration with each other, operate within a 'family' and are open to a true sense of partnership.
- We grow the effectiveness and sustainability of our schools by developing the people within them, and that through shared and equitable responsibility for quality and outcomes; we achieve more.

Our Trust Behaviours

- Straight talking and sincere
- Love to deliver
- Obsessive about detail
- Strive to do it differently
- Share responsibility, celebrate success together

Our Leadership Behaviours

- Leadership by example
- Passion for people
- Coaching not critiquing
- Understand your impact
- Having humility

About Farnborough Academy

The Academy is an exciting place to be and through our core values of achieve, believe, commit we develop the young people we work with to be able to 'Do The Right Thing' and flourish into respectable and highly functioning members of society.

We make no apology for having high expectations of all. Our standards are built around a simple set of guiding principles referred to as 'The Farnborough Way'. These principles are the key to developing positive relationships within our community and between the academy and the wider community in Clifton and Nottingham.

Our staff work collaboratively with students and their parents to develop positive relationships, spark imaginations and encourage and enthuse the young people we educate to be the very best version of themselves. Whilst there is a strong emphasis on academic achievement, students are given the support and guidance to develop as individuals, and we offer a wide range of extra-curricular activities outside the classroom.

Standards have been rising at Farnborough for the past 3 years with rates of exclusion now in line with national averages, having been well above average up until the academic year 2018-19. Attendance is rising

Our context

We are an 11-16 academy in the Nottingham suburb of Clifton which is rapidly increasing in popularity from its historically undersubscribed position (Y11 2019-20: 135 students; Y7 20-21 180 students). Clifton was the largest council estate in Europe when it was constructed in the mid-20th century and is home to approximately 23000 people, 92% of whom are white British, 25% do not own a passport and the rates of unemployment and benefit claimants are significantly higher than the national averages. The academy serves a population where children are born into families with a generational history of unemployment

and poor academic outcomes from school. This is why the careers and employability work the academy completes is vital to improving the life chances of the students. We achieved the Gold Careers Mark and Gatsby benchmarks very early in relation to national expectations.

The academy was sponsored by the Spencer Academies trust in October 2018 having been placed in Special Measures in September 2017. Since then, the leadership and governance of the school has undergone significant changes to build capacity and drive the necessary improvement. The senior leadership team works collaboratively and there is a strong team ethos throughout the school.

The academic profile of students on entry is lower than the national average in all year groups and in some is significantly below. The proportion of students who are classed as disadvantaged is significantly higher than the national average with 43% of current students on role FSM6. The proportion of students with SEND is in line with the national average.

The academy has benefitted from a new PFI build in 2014, which has brought modern purpose built, buildings and secure grounds including two all-weather pitches.

Academy Values

Our vision at The Farnborough Academy is that all of our students are developed into respectable and highly functioning members of society who know instinctively how to 'Do the Right Thing'.

In order to support our students with this aspiration we build all of our activities as an academy around three core values:

Achieve

- We support students to gain high levels of academic achievement.
- We help them prepare for future life through a unique and exceptional careers programme.
- We work with stakeholders to develop links with the local community so we can work together to improve the life chances of young people in Clifton.

Believe

- We have high aspirations for our students and believe we can support them to achieve their full potential, with this comes a culture of high expectations for students and staff.
- We work with students and staff to help develop positive mental health and well-being alongside positive self-esteem.
- We work with students and staff to develop resilience and help them to overcome setbacks when they occur.

Commit

- We expect all stakeholders to have high levels of attendance and punctuality so that they can be successful.
- We expect all stakeholders to develop and display positive behaviours for learning.
- We expect high levels of effort at all times from all stakeholders.

Full details of what the academy has to offer can be found on our website at:

 thefarnboroughacademy.com



What we can offer

We are looking to appoint a talented senior leader to provide energy, commitment and a real desire to bring about life enhancing change to our fantastic pupils and wider community.

As a senior leader in the Academy you will have a key role in steering the academy through a programme of school improvement, working closely with the Senior Leadership Team and across the other academies in the Spencer Academies Trust. You will benefit from direct access to high quality CPD, regular networking opportunities .

To succeed in this role, you will have proven skills to inspire and motivate both pupils and colleagues across the academy. You will be creative as well as inspirational, committed to your own professional development and that of your colleagues in the academy and across the Trust. You will be able to lead by example to make an immediate impact on the progress of pupils.

We look forward to hearing from you: see 'how to apply' for details of visit opportunities .

There is lots of information on our website, which is:

 www.satrust.com

We look forward to hearing from you: see 'how to apply' for details of visit opportunities.



Fraser Mitchell, Secondary Director of Education



 www.satrust.com

 emwest.co.uk

 georgespenncitt.co.uk

 george-spencer.com/tsa-welcome/

 researchschool.org.uk/derby/



How to Apply

Thank you for your interest in this exciting opportunity to lead Farnborough. For more information, please refer to our website at:

www.satrust.com

To apply, please complete the on-line application form available at:

www.satrust.com/vacancies

Please make sure you clearly evidence your achievements against the person specification.

Please also provide a covering letter, maximum two side of A4, outlining what your leadership qualities and experience would bring to the post and to the Trust.

For us to adhere to safer recruitment guidelines and best practice, please ensure your completed application form:

- i. Accounts for any gaps in employment, and
- ii. Provides detail of all your employment by month as well as year.

If you would like to visit one of our other new schools or have any questions regarding the role or would like an informal discussion please contact:

Graeme Smith:

☎ 0115 974 4444

✉ g.smith@thefarnboroughacademy.com

Closing date for applications:
8.00 am Monday 17th May 2021

Interviews:
Monday 24th May

All applications will be acknowledged.

Spencer Academies Trust is an equal opportunities employer.

Spencer Academies Trust is committed to safeguarding and promoting the safety and wellbeing of children and young people. This post will be subject to all relevant pre-employment checks including enhanced DBS with children barred list and completion of Level 2 safeguarding training.

Terms and Conditions

Term	Permanent
Salary	Competitive
Pension	Teachers' Pension Scheme
Hours	Full Time
Office Accommodation	The registered place of work will be: Farnborough Academy
Right to work	The successful applicant will need to provide proof of the right to work in the UK before taking up the post.
Safeguarding	The successful applicant will need to complete level 2 safeguarding training (online) prior to taking up the post.

Job Description

Establishment:	Farnborough Academy
Post Title:	Assistant Principal
Grade/Pay Range:	L10-L14
Reporting to:	Senior Leadership Team





Overall Purpose of Post

- To support the Principal and Senior Leadership Team in the strategic and operational leadership and management of the Academy, promoting its ethos and values and acting as a visible ambassador for the Academy and Spencer Academies Trust.
- With other members of the Senior Leadership Team, the Assistant Principal will undertake a range of organisational and supervisory duties and discharge routine leadership functions such as taking assemblies, supporting with maintaining the high expectations of the Academy and line managing other staff.
- Safeguard all students and promote and maintain the safety and well-being of students and staff at all times.
- With training if necessary, the Assistant Principal will take delegated responsibility to support the Principal and Vice Principals to lead and manage the direction of the school. In addition, senior leaders are expected to contribute to the Spencer Academies Trust, and support, where necessary, any of our Trust Schools.

Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

The postholder is expected to operate in the context of the national Head Teacher Standards. The current standards can be found at <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>, which detail Section 1 (Ethics and Professional Conduct which can be found at and the role specific expectations of Section 2. The detail of section 2 is outlined below



Leadership and Management:

You will play a key role in the overall leadership and management of the Academy with a specific responsibility which will focus on a particular area of school improvement and will require effective leadership of different staff and teams. Senior Leadership Team responsibilities can be adapted over time within the team. You should be prepared to lead on the following:

- Ensure a consistent and continuous school-wide focus on achieving the very highest expectations and standards for students and staff in a particular area of school improvement, using a range of data to quality assure performance and assess progress of improvement plans.
- Challenge underperformance and implement a range of effective strategies which lead to improvement.
- Manage, quality assure and develop the school monitoring systems for specific areas of school improvement.
- Report on a range of data and analysis to the Principal and Local Governing Body, including the leadership of a particular aspect of the School Improvement Plan.
- Act as a Senior Link to specific faculties and functions within the Academy providing support and challenge whilst monitoring progress towards targets.

Teaching and Learning:

- Model outstanding practice in terms of planning and preparation, teaching, marking and assessment.
- Set high expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes by students.

- Demonstrate good subject and curriculum knowledge.
- Adapt teaching to respond to the strengths and needs of all students.
- Plan and teach well-structured lessons.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Undertake Appraisal and Performance Management for all staff that the post-holder line manages and appropriately manage any underperformance with support from the Trust HR Manager.

Specific Responsibilities:

- Undertake such actions as are necessary to carry out designated whole Academy roles effectively and to a high standard.
- Provide a highly effective and efficient service for staff and students.
- Use your influence with staff and students to promote high standards and expectations of academic work, behaviour and attitudes within the Academy.
- Foster and sustain the ethos driven culture of the Academy in all aspects of the Academy's operation.

General

- Be a strong and visible leader throughout the Academy.
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Academy and establish constructive relationships with other academies and other agencies as appropriate to the role.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder may be required to carry out other duties as required by the Trust.

Other duties:

Undertaking any other duties, which may reasonably be regarded as within the nature and the responsibilities/grade of the post, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.





Person Specification - Essential/Desirable

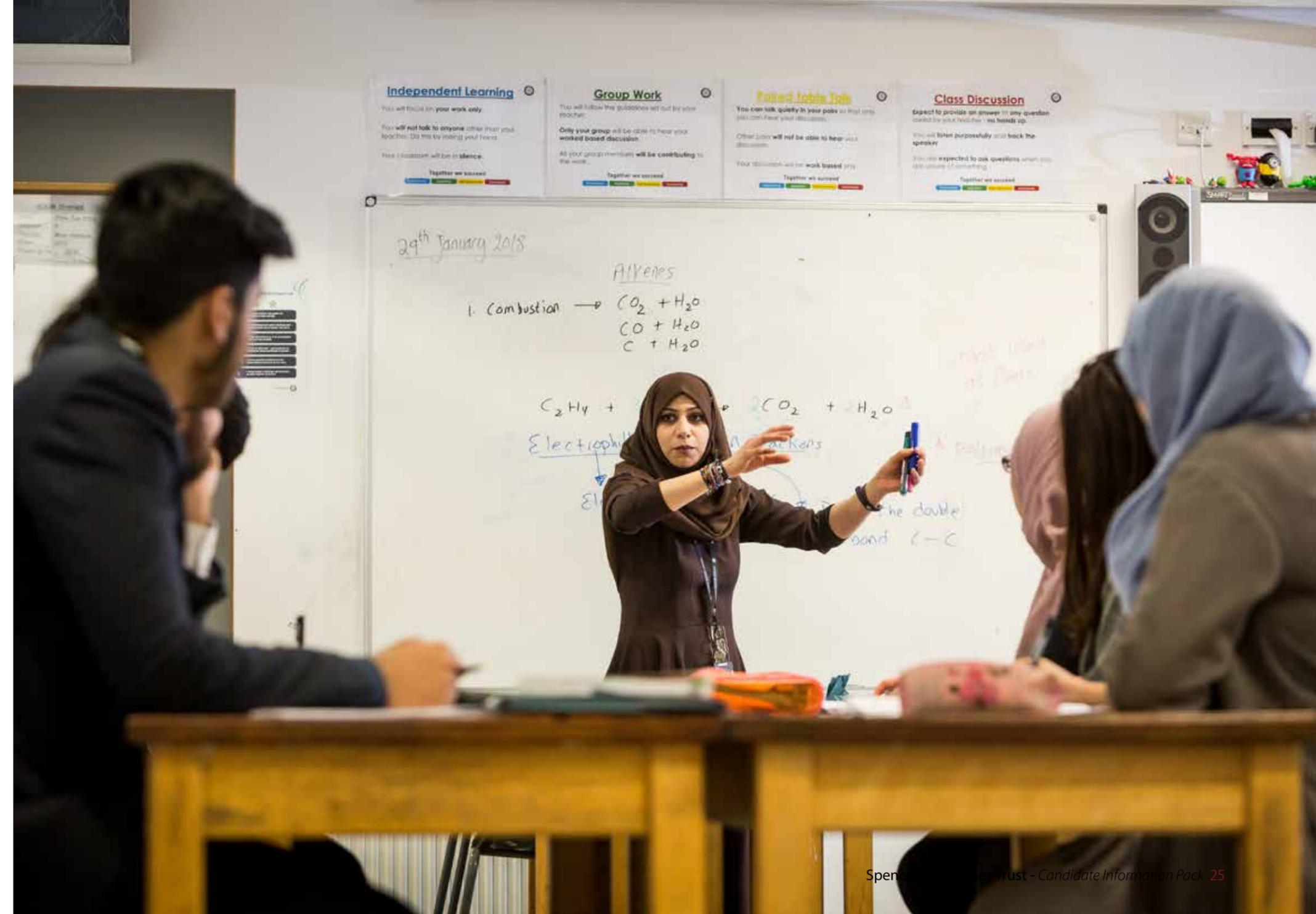
This person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Shortlisted candidates will be involved in a variety of activities directly related to the person specification that will inform an evidence base.

General	E	D
A proven leader and educational strategist, passionate about teaching and learning.	•	
Respectful towards all students, with an unshakable belief in their entitlement to the highest equality education and ability to achieve whatever their personal circumstances.	•	
Ability to develop a high quality, academic curriculum that exceeds the needs of its students.	•	
Committed to raising standards of achievement through innovative practice.	•	
Committed to raising standards of teaching and learning through innovative and collaborative practice.	•	

Qualifications	E	D
First degree or equivalent - QTS	•	
It is desirable that you will be working towards or holding a postgraduate qualification		•
Safeguarding training and relevant qualification		•

Experience	E	D
Successful experience as a teacher and manager in education in a secondary school.	•	
Successful involvement in performance management, self-evaluation process and data analysis as an aid in personal and team improvement, development and change.	•	
Evidence of effective design and implementation of initiatives for raising student attainment and improving the quality of teaching and learning strategies.	•	
Successful working relationships with students, staff, parents/carers and the wider community.	•	
Direct and successful experience of Ofsted inspection.	•	
Successful experience in leading and managing pedagogic changes at a team, and preferably whole-School, level.	•	
Commitment to leadership by example.	•	
Proven practice in leading, motivating and supporting staff to achieve high standards	•	
Evidence of effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards		•
Evidence of working with students with additional needs (Inclusion and SEND)		•
Successful experience of how to track student progress and demonstrate impact	•	
Evidence of developing and enhancing the quality of behaviour, welfare and safeguarding in a secondary school		•
Up to date knowledge of current educational landscape		•



Skills and Abilities	E	D
Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal.	•	
Able to make decisions, identify and solve problems based on thorough analysis and sound judgement.	•	
Able to analyse and use data to establish benchmarks and set challenging targets for improvement.	•	
Excellent interpersonal, written and oral communication and presentation skills.	•	
Strong organisational skills and ability to work well under pressure, delegate, plan and manage time effectively.	•	
Personal resilience and the ability to maintain staff morale at times of pressure and change.	•	
Able to plan strategically for the future including teaching strategies and staff deployment.	•	
The ability to access educational research and apply it in innovative ways in order to improve standards.	•	
Ability to work with a range of external agencies and stakeholders to deliver whole school initiatives	•	





Personal Qualities and Attributes	E	D
Able to evidence a commitment to on-going personal and professional development.	•	
Present a highly professional and positive role model in carrying out duties and when representing the Academy.	•	
Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, students, governors and parents/carers.	•	
A life-long learner who understands the importance of new ideas, taking risks and using challenges as an opportunity to grow and learn.	•	
A willingness to personally embrace and celebrate the ethos and values of the Academy.	•	



SPENCER
ACADEMIES TRUST

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