

# WELCOME TO OUR TRUST



ANGLIAN LEARNING

## Welcome to Anglian Learning



It is my privilege, as CEO to lead Anglian Learning as we build and develop an organisation that will provide the highest standards of education to pupils and learners in East Anglia.

We are a medium sized Trust formed by academies who recognise the huge potential and benefits of coming together to form one larger group.

Our staff are central to the success of Anglian Learning. We are committed to providing the best professional learning and training for all of our staff.

We have an exciting future ahead and we would like you to find out more about Anglian Learning and become a part of our team.

**Jonathan Culpin**  
Chief Executive Officer



“Join us in our mission to make a difference to our young people.”

*Jonathan Culpin, CEO*

*aspirational*



"If I am motivated by a great teacher, the children will be motivated as well."

*Mark Askew, Headteacher*

## Our Vision

The overarching vision of Anglian Learning is simple and straightforward, to create:

***Dynamic, empowered learners who thrive and lead in their communities: locally, nationally and globally.***

## Our Mission:

To build an innovative partnership of academies that excites, inspires and empowers our people to be the very best they can be, to have the confidence to think creatively, and embrace new challenges.

## Our Values:

### Aspiration

*We are ambitious for ourselves and all those in our community to be the best we can be*

### Community

*We underpin our relationships with a culture of support, respect, and trust, recognising we are stronger together*

### Empowerment

*We enable our academies, staff, and learners to embrace new ideas and think creatively*

### Inclusivity

*We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.*



## Why Work for Anglian Learning

Our Wellbeing and Workload Charters set out core principles for supporting wellbeing of our staff.

We aim to reduce unnecessary workload pressures and promote strong mental and physical health.

Anglian Learning provides a wide variety of professional learning opportunities which broaden staff experiences and build strong professional networks.

### Other Staff Benefits

- Cycle Salary Sacrifice Scheme
- Free Sports Centre Membership
- Discounted Adult Education Courses
- Discounted Eyecare

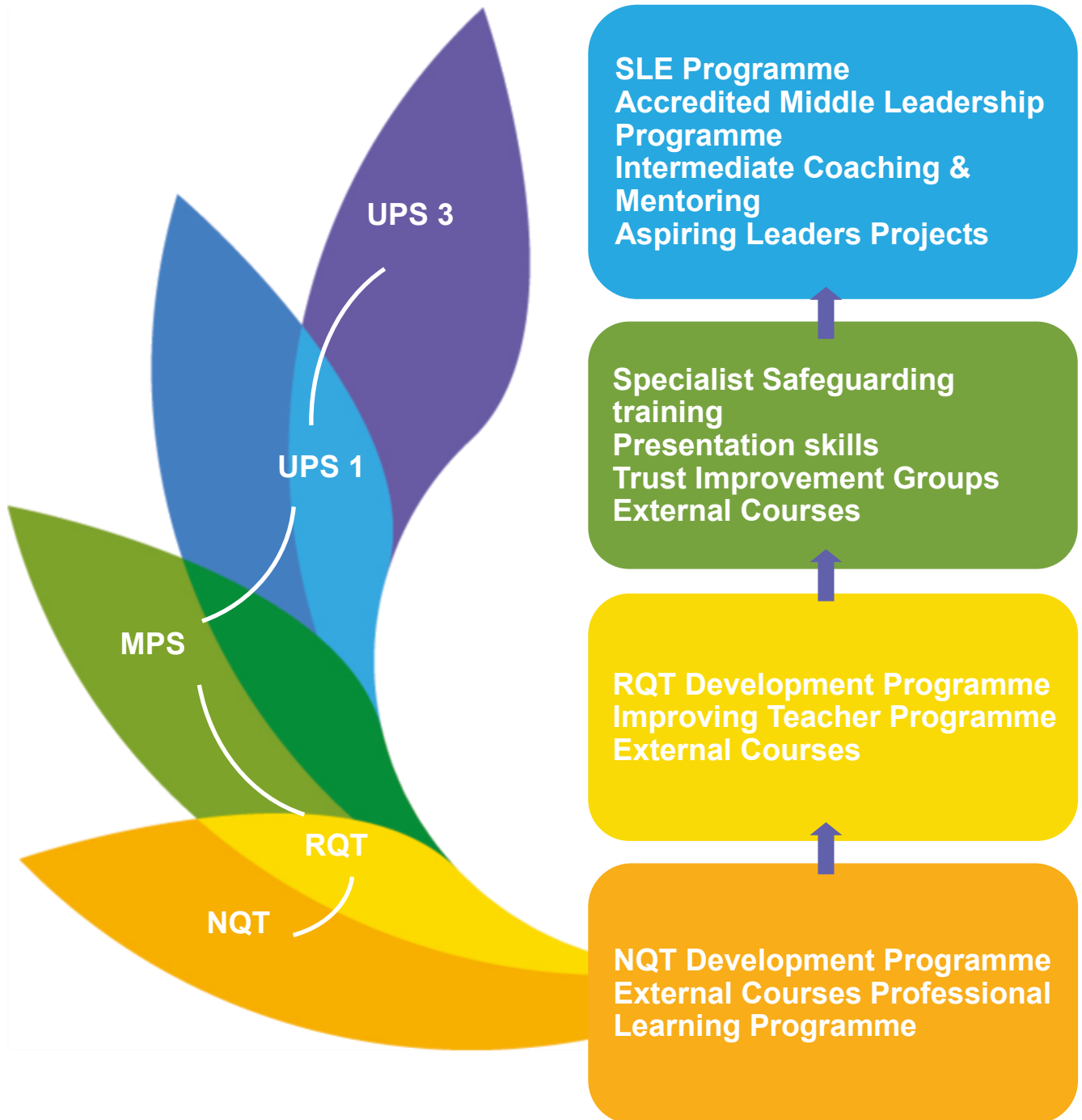


“NQT to Head of Department!  
Mentors and line managers have been ambitious for me.”

*Clare Irwin, Head of Music*

*inclusive*

## TEACHING PROFESSIONAL DEVELOPMENT



"Every single staff member is actively involved in their own professional development."

*James Woodcock, Assistant Principal*

## Trust Wide Opportunities

### Trust System Leaders

Trust System Leader roles provide opportunities for middle and senior school leaders to deliver specific Trust wide improvement projects over two years.

Projects are driven by the Trust Improvement Plan and involve working across a group of schools within Anglian Learning. Projects may be subject specific or based upon identified strands of school improvement e.g. safeguarding, EYFS, assessment, and computing.

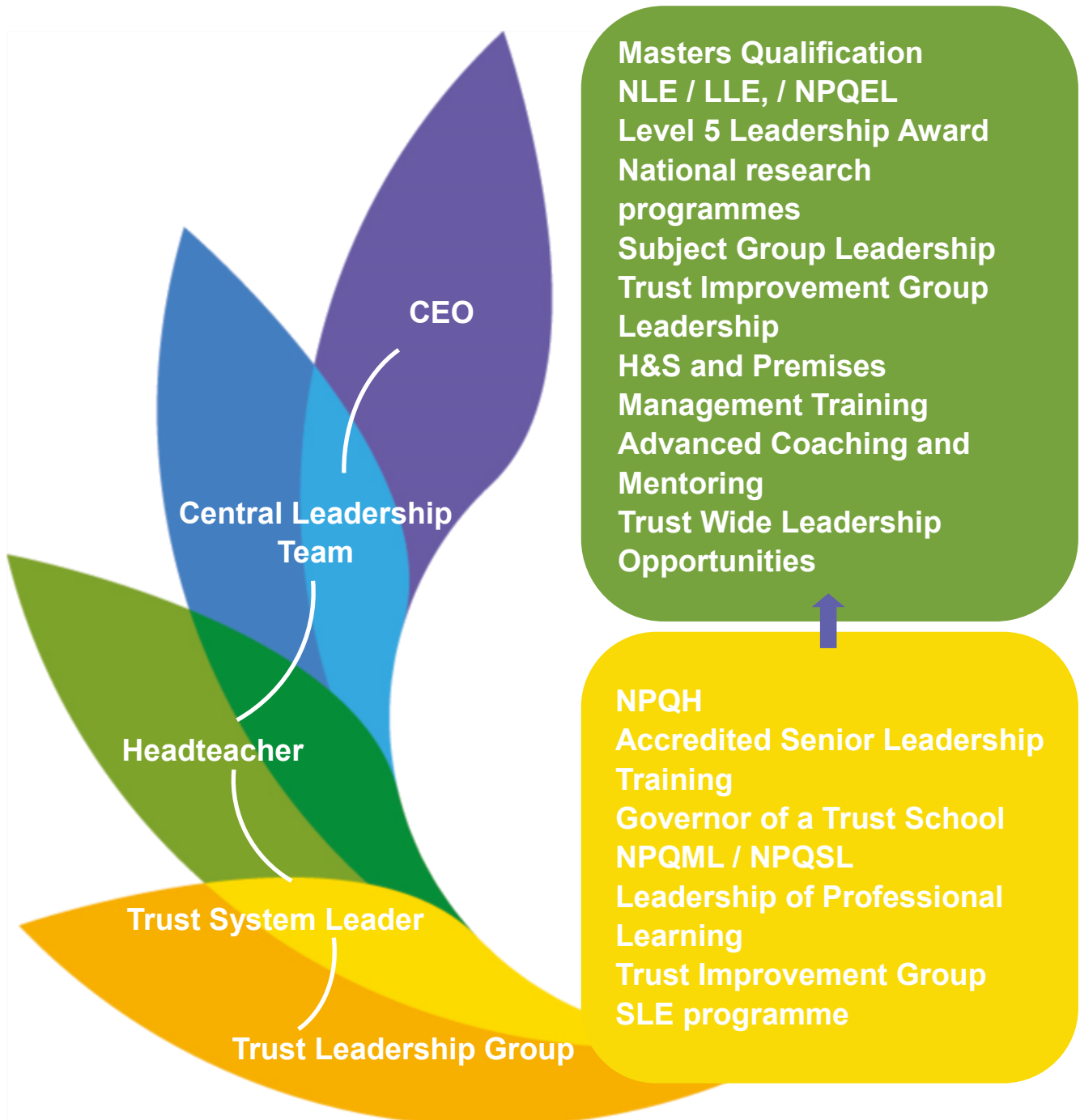
### Trust System Teachers

Teachers can access the opportunity to broaden their teaching / leadership experiences by choosing to work in a different school within the Trust. The role will be determined by a specific school improvement need.

Trust System Leaders and Trust System Teachers receive professional learning and training opportunities. Where appropriate these are linked to pay progression.



## LEADERSHIP PROFESSIONAL DEVELOPMENT



“Anglian Learning is committed to offering high quality, personalised professional learning and training opportunities to support career development and personal growth.”

*Jonathan Culpin, CEO*



# Anglian Learning Framework for Excellence - Leadership



The following principles have been agreed by Trustees, Trust and school leaders, and governors, to supplement our core aims and values as an organisation. Based upon the work of the Ethical Leadership Commission, the Nolan Principles and our shared understanding of desirable leadership qualities, these principles act as a guide to our own individual behaviours and actions, for how we interact with each other and as part of the wider community.

## **Passion**

Leaders passionately care about the success and wellbeing of young people, children and adults in Anglian Learning. They inspire others to drive for excellence, openly celebrate success and challenge underperformance. Leaders are tenacious.

## **Courage**

Leaders question actions that are inconsistent with the Trust's values and are prepared to challenge, even if it is controversial. Leaders take calculated and well thought out risks, making difficult decisions without unnecessary delay. They respond to unexpected and unprecedented events with outward confidence and assuredness.

## **Innovation**

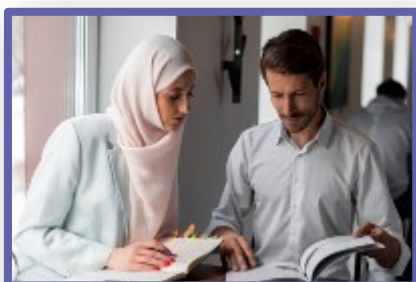
Leaders review and re-conceptualise issues to create practical solutions to difficult problems. When necessary, they challenge assumptions regarding current practice and thinking and suggest improved approaches. Leaders aim to minimise institutional complexity, finding time to simplify processes, and enabling the Trust to proactively respond to change.

## **Selflessness**

Leaders continually seek out what is best for the pupils and staff in Anglian Learning. Leaders selflessly facilitate others to achieve their potential. They always act in the interest of children and young people while making time to help colleagues, sharing information openly and proactively.

## **Honesty and Integrity**

Leaders are truthful, open and direct. They are quick to admit their mistakes and are non-partisan during internal discussions. Leaders avoid placing themselves under any obligation to people or organisations that might try to inappropriately influence their work. Before acting and taking decisions, leaders declare and resolve openly any perceived conflict of interest and relationships.





# **Anglian Learning Framework for Excellence - Leadership Continued**



## **Curiosity**

Leaders seek to understand our aims, vision and values. They are knowledgeable about education, national policy and leadership and explore opportunities to develop practice based upon evidence from a range of different sectors. Leaders learn rapidly and eagerly, and contribute effectively to all aspects of wider academy and trust leadership.

## **Objectivity**

Leaders act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders are objective, exercising judgement and analysis for the good of children, young people and staff.

## **Impact**

Leaders demonstrate consistently strong performance, focussing upon important impact rather than process. They effectively use available resources, searching out opportunities for collaboration with Trust colleagues, and more widely, to maximise impact, acting as system leaders.

## **Judgement**

Leaders think strategically, making wise and considered decisions despite any ambiguity and complexity. They clearly establish the context for change, relative priority, level of precision and the definition of success. Leaders are also clear about what they are not going to do and why. Leaders are accountable to the public, statutory bodies and the law for their decisions and actions and submit themselves to the scrutiny necessary to ensure this.

## **Communication**

Leaders treat people with respect regardless of their status or situation. They maintain calm and productive environments in stressful situations. Leaders listen well, instead of reacting quickly, so they can gain a clear understanding of any issues. They are concise and articulate paying due regard to Trust expectations in both speech and writing.

## **Civic Duty**

Trust Leaders understand and demonstrate by positive example their role as community leaders. They seek wherever possible to help shape the views of their community and always strive to support those from disadvantaged backgrounds and circumstances, promoting equality of opportunity and social justice. In times of uncertainty, leaders seek to provide reassurance and hope for the future.

# Anglian Learning Framework for Excellence - Curriculum: Guidance for Academies



## Principles

- Firstly, all academies provide a broad and balanced curriculum that provides opportunities for academic success, inspired by expert practitioners; vocational, experiential learning pathways; and a strong commitment to the promotion of the arts and sport for all pupils, whilst striving to achieve scholastic excellence.
- Secondly, all academies will promote an understanding of rights and responsibilities; of global citizenship and of sustainable development; and to broaden horizons and challenge injustice and intolerance in all its forms.
- Thirdly, all academies will provide a curriculum that enables pupils to use, question and contribute to the development of scientific and technological change, beginning to push the boundaries of what education and business can offer in partnership.
- Fourthly, all academies will provide a curriculum that promotes wellbeing and positive relationships as individuals and within groups, enabling young people to build their resilience, experience risk and adventure and develop essential skills and attributes.
- Finally, all academies will design a curriculum that enables pupils to better understand how they learn and develop; where social and cultural capital is built to enable all to succeed; and where the joy of learning is foremost in all aspects of an academy's ethos.



# Anglian Learning Framework for Excellence - Behaviour: Guidance for Academies



## Purpose

The purpose of this document is to provide the academy Principal / Headteacher and Local Governing Body with a framework to underpin / inform each academy's Behaviour policy so that related policy and practice reflects the vision and values of Anglian Learning and is fully compliant with the law and statutory guidance. Each academy's Behaviour policy must be reviewed by stakeholders on a regular basis and be publicised annually to staff, parents / carers and pupils. The policy must always be available on the academy website, as well as in hard copy by request.

## Principles

- All academies are inclusive, everyone has a right to be listened to, to feel safe and to be valued. Every child and young person has the right to learn free from disruption. All members of the school community should be free from abuse, discrimination, harassment and victimisation as required by the Equality Act 2010. A Trust guiding principle is that all adults in academies, and in the central Trust team, will set excellent examples of behaviour and actively engage in delivering the expectations established by this guidance and academy policy.
- All leaders will promote the vision and values of Anglian Learning through creating a strong, and positive ethos which reflects this statement of principles in which strong relationships and trust are the cornerstone of the academy environment. Leaders' systematic approaches ensure that pupils build an intrinsic understanding of the benefits of positive behaviour and are effectively supported to achieve success. Academy policies should be underpinned by supportive and constructive relationships. Adults demonstrate excellence in eliciting positive behaviour, are able to skilfully de-escalate challenging behaviour and use restorative approaches to develop pupil's understanding of the impact and consequences of their behaviour. The positive relationships established enable pupils to become confident, independent and ambitious learners.
- All academies will establish a clear, transparent and fair code of sanctions for when pupils' behaviour falls short of the expected standards. Sanctions must be age appropriate, proportional and be within the guidelines established by the Department for Education, paying particular regard to pupils' mental health or SEND needs and making reasonable adjustments where appropriate. ('Mental Health and Behaviour in Schools', DfE November 2018. Academy leaders will communicate effectively the rationale and nature of sanctions with parents and carers. Where physical intervention is deemed to be necessary in managing behaviour, this **must** be only as a last resort and adhere to national guidance. Only in very exceptional circumstances should physical restraint be used by staff who are not fully trained in its use. Records of physical restraint should be timely, detailed and reflect appropriate levels of discussion and reflection with the pupil for whom restraint has been necessary. Records should include the analysis of the causes of behaviour necessitating restraint and any actions to prevent this from happening again. It is expected that the approaches used by leaders to analyse and deescalate challenging and threatening behaviour will result in a decline in the need for physical intervention.

# Anglian Learning Framework for Excellence - Behaviour: Guidance for Academies Continued



- All academies will proactively build positive and sustainable relationships with parents and carers, appropriate outside agencies and other partnerships to seek advice to support pupils where there may be significant behaviour concerns. Academy policies will be compliant with national exclusion policy and are likely to reflect the LA's exclusion guidance. Leaders will either provide or signpost appropriate therapeutic input to help modify challenging behaviours. Where it is deemed that pupils may need to be educated in alternative provision, leaders will make this decision in partnership with a pupil and their parents and with the support of the Local Authority. Alternative provision must meet the statutory standards and must be closely monitored by the school. All academies will work within the DfE guidelines for exclusion, managed moves and engaging with the in year fair access protocols. Anglian Learning does not condone or expect practice that encourages the inappropriate use of 'off rolling' or home education.
- Finally, all academies will keep detailed and appropriate records of pupils' behaviour, the support provided, sanctions employed and of any relevant communications. To ensure effective understanding and action, patterns of behaviour will be systematically monitored by school leaders, the Local Governing Body and the central team. Monitoring must include types of behaviour (especially types of bullying) and the frequency for each of the main learner groups identified by the academy. Analysis will be used to demonstrate the efficacy of the academy's behaviour management strategies and to identify where any changes are necessary.
- Through the Trust SEND and safeguarding leadership groups, academy leaders and staff can seek support to address specific concerns as well as to develop effective shared and collaborative approaches to improving behaviour. The Trust central team will provide advice where leaders seek it in relation to any aspects of strategically leading and improving behaviour.





# Anglian Learning Privacy Notice

## JOB APPLICANTS



We process personal data relating to those applying to work within our Trust.

Besides the definition provided at clause 2.1. from section I of the General Data Protection Regulations and the Data Protection Act 2018 , personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- Contact details
- Copies of right to work documentation
- References
- Evidence of qualifications
- Employment records, including work history, job titles, training records and professional memberships

The purpose of processing this data is to aid the recruitment process by:

- Enabling us to establish relevant experience and qualifications
- Facilitating safe recruitment, as part of our safeguarding obligations towards pupils
- Enabling equalities monitoring
- Ensuring that appropriate access arrangements can be provided for candidates that require them

In the situation that some of the scopes for collecting and using personal information about you overlap, and there may be several grounds which justify the school's use of your data.

Personal data we collect as part of the job applications is stored in line with our data protection provisions and Document Retention provisions (point 3, section II from the Privacy Policy).

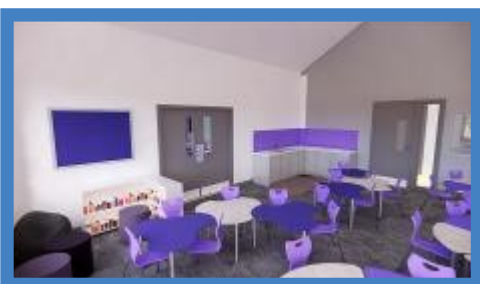
Where we transfer data to a country or territory outside European Economic Area, we will do so in accordance with data protections laws.

# WELCOME TO OUR ACADEMY





## Introduction to Marleigh Primary Academy



Marleigh Primary Academy is a 420 place primary academy with a 52 place Nursery. It follows the DfE and Cambridgeshire Local Authority area briefs and specifications. All pupils will be provided with an innovative and balanced education which fulfils and extends the National Curriculum. Teaching will be appropriately paced and differentiated to meet all pupils' education and wellbeing needs.

The design of Marleigh Primary Academy has been developed drawing on research into effective school design and taking into account the need to enable a flexible approach to learning as the use of information technology develops and online learning opportunities allow pupils to engage in learning in class and in the breakout areas. It has been carefully designed to address the rapid innovation of IT as integral to education as well as to support staff and pupils wellbeing.

The building structure is designed to eventually facilitate year group teams to work collaboratively drawing on teachers' specialist expertise and ensuring all pupils are given every opportunity to achieve all they are capable of. In the start-up years, the building structure will facilitate different year groups in the same class to be taught together where ability suggests this is necessary.



## Our Curriculum

The Trust's successful bid to open Marleigh Primary School was based on establishing a strong STEM (science, technology, engineering and mathematics) curriculum. The focus given to these subjects reflects the business environment of Cambridge. The curriculum will inspire, stimulate and enrich practically based experimental learning; preparing pupils for the



next stage in their education and to take their place in a rapidly changing, increasingly technological world. Underpinned by outstanding progress in core literacy and numeracy skills, and enhanced by embedded learning in the creative arts; the curriculum will serve the needs of all learners. The curriculum will deliver academic success; it is also intended to deliver on the wider personal, social and cultural knowledge, understanding and skills our young people need to be successful in the next stage of their education and to build a strong and sustainable community.

## Our Priorities

Linking and opening the doors to the local community is really important. We want everyone to develop a love for learning and have an education that prepares them perfectly for their next steps and enables them to have a happy life.

We want our pupils to have the most inspiring experiences throughout and beyond the school day, to feel loved and nurtured as they make mistakes, overcome challenges and find success.

We are seeking a leader who will create a vibrant, strong and trusting community in which every adult and child has the chance and support to be the best they can be. Someone who influences and engages beyond the school gates, who makes 'Marleigh Primary Academy' the place everyone wants to be.





# Benefiting from nature



The academy site includes a strip of woodland where additional outdoor learning will take place using and extending Forest School approaches. Anglian Learning has taken the decision to incorporate this piece of established woodland using research evidence that underpins its impact on children's wellbeing, concentration and learning and on teachers' health, wellbeing and job satisfaction.

The building also incorporates a specialist technology room to enable the use of immersive technology and robotics to develop in pupils a sense of the importance of information technology in everyday life, their learning and to enable access the full computing curriculum.



**We are committed to being aspirational for all those in our community:** Key to the Academy's initial, and then ongoing, work will be meeting the needs of all families who move into the Marleigh development. The situation of the academy building places it at the centre of the community; making provision for new families to support and enhance social cohesion is central to the aims of the Academy. The Trust has expressed the key intention of working with local community organisations and wider agencies to ensure the families moving into the Marleigh development will be effectively supported. Since the inception of the project, Trust leaders have worked with The Trust is engaged with these processes already through the 'Locality'\* organisation which has held an inaugural meeting to start to develop these links.

The Academy will reflect and encourage a commitment to continuous improvement that will create positive and optimistic 'can do' attitudes among students and staff. The Academy will systematically benchmark its practices against the very best in other schools to energise organisation, fuel ambition and stimulate improvement..

**Aspiration Community Empowerment Inclusivity**

**Headteacher to motivate and lead our  
amazing new school**

**Full– Time**

**Required from April 2022**

**Group 3 Leadership Points 14 - 20**

**Pension, salary-related, defined benefit scheme**



Anglian Learning has been engaged in the development of the Marleigh Primary Academy since 2016. Our vision for Marleigh is the creation of excellence in all aspects of the Academy's environment and provision. We are creating an academy where space and resources can be used flexibly to enable all pupils to thrive and learn well.

We are now at the stage where we are seeking a leader for the next stage in the Academy's development. A leader to have oversight of our exciting new academy as the project progresses through to the opening day and onwards into a successful and exciting future.

This unique role will be integral to the building of a new, thriving community, shaping the educational, environmental and wellbeing opportunities for all the children who move to the Marleigh community.

You will play a key role in preparing Marleigh Primary Academy to welcome our first pupils and families in September 2022. You will engage, consult and collaborate with a range of partners to create a new outstanding primary education provision for the community.

We are looking for someone who, with Trust support, will create an academy where everyone wants to learn and achieve their ambitions; who is intellectually curious and has the courage to create experiences that are right for our pupils to thrive, laugh and learn every day; who will nurture staff, pupils and families and create an ambitious and exciting curriculum that embraces everyone; who recognises the needs of a new community and who will work closely with families the community to build an uplifting, enabling environment based on trust; who will enjoy working collaboratively with all Trust colleagues to create best practice.

If you are committed to these values and can lead our new school we'd love to hear from you.

For further information please download the application pack and an application form from <https://anglianlearning.org/join-anglian-learning/vacancies/>

If you would like to discuss the position or visit the Trust prior to application please contact our Director of Primary Education, Prue Rayner on [prayner@anglianlearning.org](mailto:prayner@anglianlearning.org).

To apply for the role please complete the application form and send with a letter of application of no more than 2 sides of A4, outlining your skills and how you will develop this amazing new academy. Please send your completed application and letter to Kathryn Oliver, Director of HR at [hr@anglianlearning.org](mailto:hr@anglianlearning.org).

**Interview Dates: 20<sup>th</sup> and 22<sup>nd</sup> October 2021**

**Closing date for applications: 12:00 noon Friday 8<sup>th</sup> October**

Further information on: Anglian Learning is available [here](#); the Marleigh development is available [here](#); Marleigh Primary Academy is available [here](#).

Anglian Learning is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff to share this commitment and undergo appropriate checks. This post is subject to an enhanced Disclosure and Barring Services check. The Trust welcomes applications from all. Our Safeguarding Policy, Equality and Diversity policy and our Recruitment and Selection policy are available on our website [www.anglianlearning.org](http://www.anglianlearning.org).

Canvassing any employee or member of the Governing Body, directly or indirectly is prohibited and will lead to disqualification.

### **Community and Inclusivity**

The Headteacher is responsible for the internal organisation, management and control of the academy, liaising with the appropriate Director of Education on the strategies being implemented. You will lead by example setting standards for professional conduct and trusting relationships that nurture pupils and place their personal development at the heart of the academy's work.

You will consult and engage with Trust leaders, and peer colleagues to implement the Anglian Learning quality assurance and academy improvement framework; monitoring and evaluating all aspects of academy performance in a cyclical manner. You will act on recommendations and maintain a record of self-evaluation and areas for improvement with analysis of the progress made in respect of these.

In line with the Anglian Learning Curriculum Framework for Excellence, you will implement manage and evolve an innovative curriculum matched to the needs, experiences, interests, aptitudes, and the stage of development of pupils. You will ensure it is effectively led at all levels and that the resources available to the academy are effectively used to enhance the quality of education, pupils' knowledge, understanding and wellbeing..

Implement systems for ensuring that high quality diagnostic assessment is used to analyse pupils' learning and progress; using these to identify whole academy, subject and individual improvement priorities. Identify barriers to pupils' progress and use the necessary resources to enable all pupils to achieve the academy's aims.

Work with Anglian Learning staff and colleagues to promote equality and inclusion in all elements of provision for all stakeholders ensuring staff work effectively with parents, carers and wider agencies to identify and provide for all pupils particularly the vulnerable and those with special educational needs and disabilities. Ensure the requirements of the Code of Practice are met as a minimum, challenging agencies when support is not effective.

Continually evolve the approach to developing pupils' behaviour ensuring they understand the impact of their actions and build cognisance of the requirements of positive citizenship. Ensure staff receive the support and professional development they need to effectively implement the academy's behaviour policy and to respond confidently to even the most challenging behaviours.

Develop and sustain effective partnerships and respectful relationships with parents, guardians and families to support pupils' achievement and personal development; providing access as necessary to wider agencies, additional activities and learning opportunities which enhance parenting and create a shared approach to educational provision.

Work with the Local Governing Body in line with the Anglian Learning Governance Handbook, participating in meetings, reporting appropriately providing advice and assistance to governors in the fulfilment of their responsibilities.

**Anglian Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

The headteacher of Marleigh Primary Academy will demonstrate commitment to enabling every child, regardless of background or need, to thrive and experience success in academic achievement, creativity and citizenship. To do this they will lead and innovate with rigour and creativity.

**Aspiration – we are seeking someone who will:**

Work with a range of partners to secure consistency in practice and develop innovation that establishes Marleigh as a respected, loved and recognised provider of excellence. Drawing on emerging thinking and evidence-based research to create a vibrant organisation where equality of opportunity and effective practice are the norm.

Establish a shared vision and culture for the academy encapsulating Anglian Learning's values and securing success in improving pupils' achievement, wellbeing and experience to a point where Marleigh practice is sought after and shared across the Trust and more widely.

Lead exemplary safeguarding practice, promoting the welfare of children and families and ensuring that staff and pupils work in a safe and caring environment.

Create a community based on trust and the values of Anglian Learning as well as those created in consultation and engagement with the close and wider community. Draw on agencies and businesses in the locality to enhance and contribute to provision.

Work in partnership with the Trust, leading the most effective use of financial resources, ensuring they are used to enhance and drive improvement.

Work collaboratively with central Trust colleagues and staff in Trust academies to share expertise and resources enabling improvement at Marleigh Primary Academy and across other Trust academies as well as the wider education sector.

Within the context and guidance of Anglian Learning, fulfil the professional duties of the Headteacher in line with the Academy Teacher's Pay and Conditions Document and the key areas of leadership within the DfE National Standards for Headteachers.

Promote data protection and ensure data protection procedures within the academy are robust and in line with Anglian Learning policies.

**Policy Framework and Requirements**

The Headteacher will carry out their professional duties in accordance with and subject to:

Statutory rules and regulations in place for academies

Policies, expectations and blueprints implemented by Anglian Learning

Any policies agreed by the Local Governing Body in line with the Anglian Learning Governance Framework.

The terms of their employment.



**Creating a Professional Culture** **Empowerment**

You will create a professional culture, drawing on talents and expertise and ensuring all staff receive the training they need to be the best they can be. You will allocate particular duties and maintain a reasonable balance for each staff member between work carried out in academy, work carried out elsewhere and a good work / life balance. Considering in relation to the allocation of duties the development and retention of staff and succession planning.

In deploying and managing staff, you will ensure that the induction and appraisal of staff is carried out in line with Anglian Learning policy and procedures, including those related to equality and diversity. You will make certain that the requirements in the Early Career Framework are met as a minimum for all new staff and those who need additional support to develop their roles receive it.

Develop the roles and responsibilities of all staff accessing support for this from the Trust Central Team as needed, enabling the recruitment of apprenticeships or the development of existing staff through the apprenticeship route.

Lead, motivate, support, challenge and develop all staff to build a culture of high expectations securing and sustaining continuous improvement through regular appraisal, coaching, mentoring and professional development. Sustaining at all times a culture where staff wellbeing is recognised as having a high priority in decision making and the deployment of resources.

Ensure that all staff receive the information and resources they need to carry out their professional duties effectively; that they are cognisant of academy improvement priorities and their role in achieving them. This includes access to research and information relating to current educational developments and to other relevant elements of their roles.

Build the strength and capacity of middle and senior leadership recognising talent, supporting development and establishing clarity in relation to the delegation of responsibilities.

Support staff to be the best they can be but, where response is limited, challenge underperformance at all levels. Work with the Trust HR team to appropriately address any underperformance or practice that is a cause of concern.

Provide information, references and testimonials about the work and performance of staff employed at the academy, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.

Liaise with staff unions and associations through consultation with internal union representatives and informing Anglian Learning HR Team regarding any correspondence from, or involvement of regional representatives.

### **Operations**

Work in close partnership with the Anglian Learning Central team to:

Allocate, control and account for the financial and material resources that Trust policy decrees are the responsibility of the Headteacher, deploying these to secure the best provision possible and address academy priorities efficiently.

Consult with the Director of ICT, on ICT projects ensuring that these are aligned with Anglian Learning's ICT strategies, prior to implementation.

Make arrangements for the security, maintenance, development and effective supervision of the Academy buildings and their contents and of the academy grounds ensuring (if so required) that any lack of maintenance is promptly reported to the Director of Operations and, if appropriate, the Local Governing Body.

Ensure the health and safety of all children, staff, parents / carers and visitors implementing Trust practices and ensuring rigorous approaches to identifying, managing and mitigating risk, liaising with the appropriate Central Trust staff where required.

**Anglian Learning is committed to safeguarding and promoting the welfare of children and young people; all staff and volunteers share this commitment.**

**Aspiration Community Empowerment Inclusivity**

The principles on which this person specification is based supplement the Trust's core aims and values as an organisation. Based on the work of the Ethical Leadership Commission, the Nolan Principles and shared understanding of desirable leadership qualities, the principles act as a guide to leaders' individual behaviours and actions. They are further informed by Anglian Learning's core values **Aspiration Community Empowerment Inclusivity** and inform all interactions with Trust employees and the wider community.

**Aspiration**

**A leader who can enable and facilitate staff and pupils to be aspirational for themselves and for each other – who can enable everyone to know what they need to succeed and enable them to achieve it.**

We are looking for someone who is ambitious in the delivery of excellence for themselves; demonstrated through a good honours degree, QTS and a successful career to date. Who is ambitious for colleagues through demonstrable impact on their engagement, wellbeing and performance. Someone who will contribute to the Trust's culture of nurturing the career of every member of staff.

We are seeking someone who passionately cares about the success and wellbeing of young people, children and adults; who inspires others to drive for excellence, openly celebrating success and challenging underperformance through rigorous yet respectful leadership.

We are looking for someone who is ambitious for social justice for all children and young people, regardless of background and need, enabling all to fully access and enjoy their education at Marleigh Primary Academy and beyond. Someone who understands behaviour as communication and understands how best to enable children and young people to be able to regulate their own behaviour and be the best that they can be.

We are seeking someone who is continually seeking to innovate and improve provision through engaging with new thinking, research and great practice. Someone who can demonstrate the ability to engage colleagues in working collaboratively within the Academy and across the Trust and wider communities making the best decisions always in the interests of children and young people.

**Empowerment**

**A leader who knows that experience is key to success. Who will build cultural capital through amazing pupil experiences and who will enable staff to experience a range of opportunities to facilitate their own and each other's development.**

Someone who can demonstrate passion in championing the needs of all children, young people and families who live in the Marleigh community. Someone who knows how to seek out opportunities to enable all families to be successful and all children and young people to thrive.

Someone who thinks strategically, who makes wise and considered decisions even when options are complex. A leader who knows how to establish a context for change and innovation, who can effectively prioritise, who understands the level of precision needed in actions and can accurately define success.

Someone who prioritises positive communication, treating people with respect regardless of their status or situation. Who listens well and responds positively to Trust and Academy staff, parents, wider agencies and community organisations. A leader who values concise and articulate communication demonstrating high quality expectations in both speech and writing.

### **Inclusivity**

**A leader who will nurture staff to be the best they can be; who will ensure that all families, children and young people feel valued and important within the academy community.**

Someone who is truthful, open and direct, who is quick to admit mistakes and enables all staff to have an equal voice. A leader who enhances the Academy's reputation amongst employees, parents and more widely. Before acting and taking decisions, a leader who enables stakeholders to engage declaring and resolving openly any perceived conflict of interest and relationships.

Someone who takes time to know and understand the challenges that colleagues, staff, pupils and families face. Who is prepared to enrich lives challenging disadvantage and discrimination in every element of the Academy's work.

Someone who is committed to the highest safeguarding principles and practice, who is not afraid to challenge to ensure the best support for those who need it. Who works closely with wider agencies to ensure the best provision and who rigorously addresses making the academy a safe and healthy learning environment for staff and pupils.

Someone who is determined that all children, whatever their needs, will receive the support and encouragement they need to achieve all they can. Who, where it's needed will ensure that specialist support and advice is available to staff, pupils and families.

Someone who acts with courage to meet the Trust's values in all elements of their work, challenging when this is not the case; a leader who presents a confident and assured approach taking calculated and well thought out risks in the best interests of Academy improvement.



### Community

A leader who knows the academy is the heart of the community. Who provides opportunities for family learning and engagement. Someone who expects wider organisations and agencies to ensure, through their involvement, that Marleigh is a highly valued and respected community academy.

A leader dedicated to the Academy community; ensuring staff wellbeing is a priority and staff access every opportunity and support they need to thrive and create excellent and innovative provision for pupils.

A designer who will make the best of the amazing environment we are creating, using resources to create enticing learning spaces of which all can be justifiably proud.

Someone who can build partnerships, seek out new opportunities and ideas, and collaborate with colleagues across the Trust and key organisations in the community.

A leader prepared to establish, project and sustain a high profile in the local community and beyond; who gains respect and is known for their relentless commitment to securing the best possible options for pupils' and families' achievement and wellbeing.



Why not visit us on one of our **Experience Days** to find out more about being an Anglian Learning member of staff.

For further information see our recruitment video on our website or social media pages and contact our HR department.

**Anglian Learning**

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