



**Application Pack
For Principal/CEO at Hadrian Academy
Starting January or April 2023**

Hadrian Academy's Vision and Values:

We are *ambitious*; resilient and

Creative- always **READY** to learn

We are **role models**; kind and

honest- always **RESPECTFUL**

We are **SAFE** to **achieve**

excellence together

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Hadrian Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Chairman of Director's Welcome Letter

Dear Applicants,

Thank you for your interest in the post of Principal at Hadrian Academy. I hope that you will find the information provided a useful introduction to your application.

Hadrian Academy is a popular primary school situated in North East Dunstable not far from the main road between Dunstable and Luton. The school has 366 pupils on roll, catering for children from 4 – 11. There are 14 classes including two reception classes for children who are 4+. School opening times are 8.50am – 3.15 pm. We have an excellent Before & After School Care Club, that is managed by school staff. In addition to this, we offer an array of extra-curricular clubs, which reflect the school's Vision and Values.

Our current Principal, Miss Hannah Bennett, is moving to another school nearer her home, having been in post as Principal for five years and will be leaving the school at the end of this academic year. Miss Bennett will continue working with us two days per week during the Autumn term. During this period our Deputy Principal will take on the role of Acting Principal, to ensure a smooth transition, once a new Principal has been appointed, to start in 2023. We are seeking to appoint an ambitious and creative individual who will lead and encourage our school team, building on our current strengths and helping to build on our success and continually drive the school forward. Leadership and management skills, commitment and the capacity to get on with a wide range of people are all essential attributes, as 'achieving excellence together' is our motto.

As part of the application process we warmly welcome informal visits into school during the summer term. Please feel free to telephone the School Office on 01582 618400 to arrange a suitable time with the School Business Manager.

As you will have seen from the advertisement, completed applications and a supporting letter should be returned to school by close of day on 10th June 2022. It is important that you include accurate contact details including email addresses for all your referees.

Shortlisting will be completed on 13th June and shortly afterwards candidates will be invited to attend interviews on Thursday 16th and Friday 17th June 2022.

Thank you again for your interest in the post.

**Yours faithfully,
Angela Leishman,
Chairman of Directors of Hadrian Academy**

About Us

Type Of School	Community
Age Range	4-11
Number of children on role	366
Average class size	26
Number of Teaching Staff	17
Number of Teaching Assistants	26
Number of Newly Qualified Teachers	1
% of children with SEN	17%
% English as an additional language	15%
% of Pupil Premium children	14%

OFSTED judged Hadrian Academy as a ‘good’ school in the most recent visit of January 2018 as well as the previous visit in March 2014. OFSTED 2018 commented the following:

- Pupils’ enthusiasm for learning is tangible
- Pupils behave well both in lessons and around the school
- Leaders and staff have created a focus on reading for pleasure throughout the school. As a result, pupils read voraciously and enthusiastically in all year groups
- Pupils and their parents and carers are very positive about the school



Hadrian Academy has undergone conversion to a standalone Academy and became a primary school in 2012, following being recognized as a very good school. It has 14 classes from Reception to Year 6, which are well supported by teaching assistants. At present, the Academy's capacity is 360 with an annual intake number of 45 pupils aged from 4+ to 11 years. Previously, the standard intake was 60 pupils per year. Due to our popularity and excellent standards, we accept in year admissions and always go well above our PAN in EYFS in September 2022 with usually around 52 new starters. We have a culture that promotes the growth of staff across the school, identifying emerging talents and frequently 'grow our own staff'. Our staff are dedicated, hard-working and friendly, with a strong team spirit. Our children are focused on their learning, fun loving and play an active part in school life.

Our History

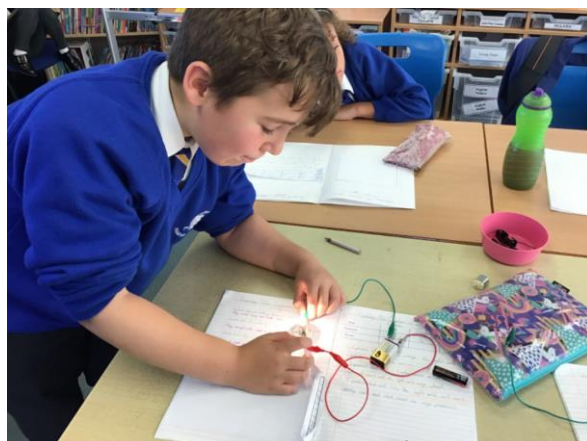
The school was built in 1965 and was built as a one and a half form entry JMI school for pupils aged 5 to 11 years, with a standard number of 45 places. It had nine classrooms and was known as Hadrian County Primary School.

In 1975 it changed to a Lower School following Local Authority re-organization for pupils aged 5 to 9 years of age. It was renamed Hadrian Lower School.

In 1991 the school grew to a two form entry adding an Early Years Foundation Stage class. Two classrooms and a library were added, extending it to eleven classrooms and a capacity for 300 places.

It was converted from a Central Bedfordshire Council maintained community school on 1st January 2012, following a very good Ofsted Inspection, to an Academy. It was renamed Hadrian Academy.

In October 2012 it was granted permission from the Government to become a Primary school, ages 4 to 11 years.



Our Vision

Our philosophy is to create and promote a happy, lively, caring community in an attractive and stimulating environment, where each individual can develop their knowledge, skills, experience and understanding of the world. High standards are expected in all areas of the curriculum. These are strengthened through being a Gold SingUp School and Gold ArtsAward Mark School. We have a Healthy School award, with sport and active activity promoted. We also actively promote participation in LAMDA examinations with all a 100% pass rate, some achieving distinctions.

We promote a policy of equal opportunities for all our children. It is recognised that each child is an individual, able to achieve their full potential through a carefully planned curriculum.

The governors and staff work together as a team to provide a high standard of education for each child and encourage the achievement of high standards in work, great behaviour and enjoyment in all aspects of school life.

The children are encouraged to develop lively enquiring minds, which will enable each child to take full advantage of all the opportunities on offer and achieve success.



What qualities are we looking for in our new Principal?

The children would like someone who;

- **Is respectful of everything we have in our school and not change the good things**
- **Is patient with everyone**
- **Is kind but firm with children who mess around**
- **Is someone who will listen to us, take account of our feelings and deal with bullies or unkind people**
- **Has a creative mind to invent new things for the children to do**
- **Is someone we can depend on when things go wrong**
- **Who will continue with our awards and values**
- **Is someone we can trust and who will trust us**
- **Is someone who will get out of the office and read with us, play with us and get to know us**
- **Is someone who smiles a lot as that will make us all happy**

The staff would like someone who;

- **Is approachable, sympathetic and fair**
- **Spends time with the children and knows them personally by name**
- **Supports creativity in the classroom and invites new ideas for improvement**
- **Is patient and determined to see things through**
- **Can make sure things agreed happen**
- **Is energetic, positive and calm in a crisis**
- **Has a sense of humour!**
- **Is “hands on” in their approach to the school day**
- **Has a vision that recognises the school to be at the heart of the local community**
- **Is positive and enthusiastic**
- **Has a natural passion for the job**

- Is open, honest and easy to talk to
- Develops a partnership with parents
- Values education, including sports and creative arts
- Is a team player, delegating where necessary

The parents would like someone who;

- Is approachable and available
- Promotes positive behaviour
- Is compassionate and caring
- Builds strong relationships with pupils
- Will build a good relationship with parents
- Is ambitious for the school
- Creates a warm and caring environment
- Is a strong team leader who can create an environment where staff feel motivated and encouraged
- Is dynamic and willing to embrace new ideas



Job Description

Core Purpose

The Principal will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the articles of governance of the school.

The Principal, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school.

The Principal will:

- **lead, develop and support the direction, vision, values and priorities of the school**
- **develop, implement and evaluate the school's policies, practices and procedures**
- **lead and manage teaching and learning throughout the school**
- **ensure accurate school self-evaluation to inform school improvement planning**
- **have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school**

Essential accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- **operating safe recruitment practices**
- **operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services**
- **operating clear whistleblowing procedures**
- **sharing information with other professionals**
- **taking responsibility as the designated professional lead for Safeguarding**
- **ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice**
- **establishing, operating and monitoring clear policies to deal with allegations against people who work with children**

Qualities and Knowledge

- **hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve**
- **demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community**
- **lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them**
- **sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development**
- **work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context**
- **communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel**

Pupils and Staff

- **demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes**
- **secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being**
- **establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis**
- **create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other**
- **identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning**
- **hold all staff to account for their professional conduct and practice**

- lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments

Systems and Process

- ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Principal to account for pupil, staff and financial performance
- exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability
- continue to develop distributed leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- develop clear arrangements for linking appraisal to pay progression and advise the Academy's Personnel sub-committee on pay recommendations for teachers
- consult and communicate with the governing body, staff, pupils, parents and carers
- lead, manage and be responsible for safeguarding and promoting the welfare of children

The self-improving school system

- create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

- develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- participate in arrangements for further training and professional development and appraisal and review of their own performance

Person Specification

We are seeking a Principal who promotes a positive and supportive ethos for children and staff where all are valued, encouraged & challenged to achieve the best they can.

	Essential	Desirable	Evidence
1. Qualifications & Training	<ul style="list-style-type: none"> • Good Degree • Qualified Teacher status. • Evidence of Leadership continued professional development. 	<ul style="list-style-type: none"> • Safer recruitment training. • NPQH/leadership CPD if not an existing Principal, or willingness to gain the qualification. 	Application form
2. Skills	<ul style="list-style-type: none"> • Proven leadership skills. • Ability to plan, prioritise and delegate effectively. • Excellent communication and 	<ul style="list-style-type: none"> • Experience of building effective relationships with partner organisations e.g. pre-schools and other academies/schools, organisations/businesses 	Application form Interview process References

	<p>interpersonal skills with both children and adults.</p> <ul style="list-style-type: none"> • Strong ICT skills, including interpreting and sharing information. 		
3. Experience & Knowledge	<ul style="list-style-type: none"> • Experience as a successfully serving Head, Deputy Head or Senior Leader in the primary sector. • Substantial Teaching experience within EYFS, KS1 or KS2. • Experience of target setting and assessment. • Excellent understanding of data and its role in improving standards. • Curriculum leader in one or more subjects. • Working and having impact in a management role. • Experience of managing a project through to successful conclusion. 	<ul style="list-style-type: none"> • Teaching experience in more than one of EYFS, KS1 and KS2. • Experience of being SENCO or teaching and planning for children with SEN. • Good understanding of accountability and up to date knowledge of OFSTED. 	<p>Application Interview process References</p>
4. Personal Qualities	<ul style="list-style-type: none"> • Ability to lead, inspire and motivate. • Recognises and celebrates success in all its forms. • Personal resilience and strength of character. • Fun, motivated, compassionate and professional leadership style. 	<ul style="list-style-type: none"> • Experience of effective working with external stakeholders to the benefit of the school. • Maintains and uses personal networks. 	<p>Application Interview process References</p>

5. Strategic Direction & Development of School	<ul style="list-style-type: none"> • Leads by example, to ensure that staff have the necessary skills and knowledge to promote equality, respect and diversity. • Active engagement and appreciation of the role parents, carers and families play in helping children succeed. • Nurturing approach to supporting children in difficult circumstances. • Coherent approach to teaching and learning which promotes high achievement for all. 	<ul style="list-style-type: none"> • Determination to overcome barriers to effective inclusion to the benefit of all pupils. 	Application Interview process References
6. Shaping the Future	<ul style="list-style-type: none"> • Ability to develop and effectively communicate a shared vision for the school. • Experience of strategic thinking and planning to implement the vision and continued school improvement. • Has the insight needed to make the school reputation be known as and regarded as the best for care and standards. 	<ul style="list-style-type: none"> • Demonstrates understanding of the local context of schools in Dunstable and the changing face of education. • Knowledge and understanding of the role all schools need to adopt towards the 'Teaching School' and ITT agenda. 	Application Interview process References

7. Leading Teaching & Learning	<ul style="list-style-type: none"> • Commitment to developing flexible and effective approaches to learning and teaching that will maintain and improve already high standards. • Clearly expressed understanding of how children learn and how their needs are met within an enjoyable environment. • Experience of implementing a creative, diverse, relevant and inclusive curriculum. • Able to teach outstanding lessons • Experience of setting high expectations for achievement, attendance and behaviour. • Knowledge and understanding of recent policy changes in EYFS, KS1 and KS2. • Understand the importance of using the Pupil Premium grant to enhance the learning of its target cohort. • Willing to challenge average and below average performance through monitoring, evaluation and target setting and appraisal. 	<ul style="list-style-type: none"> • Experience of strategic planning and resource allocation based on learning needs. • Experience of leading effective moderation practice. • Knowledge and understanding of OFSTED criteria and teachers standards. • Experience of observation and feeding back to improve practice. 	Application Interview process References
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8. Developing self and working with others	<ul style="list-style-type: none"> • Passion for continuous professional development and a work-life balance. • Ability to maintain and develop effective relationships and teamwork. • High level of self-awareness. 	<ul style="list-style-type: none"> • Experiences of liaison with other schools, community groups, learning networks and the local authority. • Experience of coaching and mentoring for school improvement. 	Application Interview process References
9. Managing the organisation	<ul style="list-style-type: none"> • Experience of establishing clear policies and practice through the school. • Using effective teacher appraisal to maximise opportunities for learners. • Ability to use ICT as a management tool. • Experience of line management responsibilities. • Experience of budget planning. 	<ul style="list-style-type: none"> • Knowledge of legal requirements relating to schools. • Experience of day to day operational management areas (e.g. buildings). 	Application Interview process References
10. Accountability	<ul style="list-style-type: none"> • Ability to undertake school self-evaluation. • Experience of analysing data to present a clear account of the school's performance. • Demonstrate an understanding of educational issues at a local & national level and anticipate trends. • Experience of preparing reports to enable others to fulfil their responsibilities. 	<ul style="list-style-type: none"> • Experience of working with a governing body. • Knowledge and understanding of new teacher appraisal process and its use to improve school standards. • Experience of working on a SEF and School Improvement Plan. • Experience of working with an external advisor to improve standards. 	Application Interview Process References

	<ul style="list-style-type: none"> • Experience of sound financial controls and budget management. • Understanding of effective risk management. 		
11. Strengthening the Community Links	<ul style="list-style-type: none"> • Drive to work effectively with other schools, stakeholders, parents and carers. • Engage in a dialogue which builds partnerships & community consensus on values, beliefs & shared responsibilities. 	<ul style="list-style-type: none"> • Ability to take on leadership within and across the community, engaging in collaborative efforts and contributing to leadership in the wider educational system. 	Application Interview Process References
12. Safeguarding & Equal Opportunities	<ul style="list-style-type: none"> • Have due regard for safeguarding and promoting the welfare of children and young people & follow the child protection procedures. • To actively promote, implement & monitor equal opportunities across all aspects of the school. • To value all members of the school community. 		Application Interview
13. General	<ul style="list-style-type: none"> • Good quality application which addresses the person specification. • Letter which conveys why the applicant is applying for the post. • Fully supportive references. • Full DBS clearance. 		Application Interview Process References

How to Apply

Job Title: Principal / CEO

Salary: Headship level 21-27 and relocation package available

Contract: Full time/Permanent

Closing date for applications: 5.30pm Friday 10th June 2022

Interviews will be held on: Thursday 16th and Friday 17th June

Starting Date: January or April 2023

- 1. Please read this application pack carefully. The key competencies we are looking for are listed in the person specification.**
- 2. Submit your application form on the My New Term website.**
- 3. CVs will not be accepted.**
- 4. We highly recommend that you visit our school before applying for the position. To arrange a visit or if you have any queries regarding your application please contact Joanna Loisel, School Business Manager on 01582 618400.**

References will be sought for short listed candidates prior to the interview date.

The successful candidates will be required to complete an enhanced DBS disclosure.