



**SPENCER**  
ACADEMIES TRUST

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# Spencer Academies Trust

## *Candidate Information Pack*

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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 around 16000 children and young people in our academies and employ more than 2000 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 17 primary academies, 8 secondary academies and one primary aged special school in our family of schools. This free school, Millside Spencer, will be our 18<sup>th</sup> primary school, opening September 2022. 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.

Millside Spencer Academy is a free school that has been established through Local Authority commissioning, as a result of new housing developments in the village of East Leake, within Nottinghamshire local authority area and close to the Leicestershire border.

The position of Principal Designate presents an exciting opportunity for an experienced and innovative leader to join our Trust as we enter a further phase of growth and influence. You will be in the enviable position of being the founding Principal in a brand new building, where you can recruit your own team to grow over time. You will be establishing a vibrant and exciting place to learn, based on your vision for highly effective primary education, at the heart of a new and developing community.

As Principal Designate, you will initially be working with the Director of Primary on pre-opening activities including a strong focus on transition and other community based activities, ready for the school's opening to children in September 2022. You will have the support of both the Trust Executive Team and central support services, together with the benefit

of working alongside other principals including four who have opened new schools in the last 30 months. This 'New Schools' group will provide a unique and invaluable source of support to you in the logistics of opening a new school.

In September 2022, you will become the Principal, providing inspirational and effective leadership and management of the new Academy, ensuring pupils make outstanding academic and personal progress.

Spencer Trust schools 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 across the Primary phase, including early years
- be a strategic thinker who can develop school improvement systems in a brand new 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 schools
- enjoy the opportunity to work collaboratively with a supportive Trust and other 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.

The posts are available for Easter 2022, to enable the post holder to make a strong contribution to transition/pre-opening work.

**Paul West**, Chief Executive Officer, Spencer Academies Trust

# The Trust

The Trust comprises of 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 Spencer Academy	P	1 April 2012	Outstanding September 2020
Wyndham Spencer Academy	P	1 September 2012	Outstanding, May 2014
Fairfield Spencer Academy	P	1 September 2013	Good, July 2021
Portland Spencer Academy	P	1 February 2014	Good with Outstanding Leadership & Management, Personal Development, Behaviour & Welfare, January 2017
Glenbrook Spencer 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 Spencer Academy	S	1 September 2014	Good, March 2017
Long Field Spencer Academy	S	1 April 2015	Good, February 2018
Inkersall Spencer Academy	P	1 September 2015	Requires Improvement with Good Leadership & Management and Early Years provision, May 2018
Derby Moor Spencer 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 Spencer Academy	S	1 October 2018	Outstanding, February 2014
Arnold Hill Spencer Academy	S	1 October 2018	No inspection since conversion
Farnborough Spencer Academy	S	1 October 2018	No inspection since conversion
Hilton Spencer Academy	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 Academy	P	Opened Sept 2019	Not yet subject to inspection
St Giles Spencer Academy	Sp	1 November 2019	Outstanding December 2016
Rosecliffe Spencer Academy	P	Opened September 2020	Not yet subject to inspection
Highfields Spencer Academy	P	Opened September 2020	Not yet subject to inspection
Castleward Spencer Academy	P	Opened September 2021	Not opened yet
Millside Spencer Academy	P	Opening September 2022	Not opened yet
Brackensdale Spencer Academy	P	Opened April 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, with an ethos based on our unshakeable ambition to be a high performing academy sponsor of outstanding schools. We strive to be a highly effective organisation, which values and promotes high aspiration, working in partnership and sharing responsibility. We regard all of our stakeholders, students, parents and staff as one team.

### Vision

SAT is an exceptional Trust, providing an outstanding education for local children. Our Trust is a model of national excellence. We work collaboratively to achieve the best possible outcomes for all young people, in an environment where partnership is valued and success is celebrated. Our education delivers real life experiences for young people, promotes independent enquiry and stimulates intellectual curiosity, whilst developing a strong sense of individual responsibility, personal belief and confidence. Our students fulfil their potential and make unparalleled progress. They are fully prepared for the next phase of their education and have unrivalled opportunities to become future leaders.

### 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 Millside Spencer Academy

Millside Spencer Academy is initially opening a one form entry school without a nursery, in temporary accommodation onsite. Building work will commence in 21-22 and the permanent building will comprise a one and a half form entry primary school for 315 pupils plus a 26 place nursery. Consequently the communal areas will be larger than required in the early years of opening. Initially, the school will open with a planned admission number of 30 into the reception age group and 15 in all other age groups.

The school serves the village of East Leake about twelve miles south from Nottingham City Centre, and has been predominantly built to cater for new housing in an established residential area. It is close to Rosecliffe Spencer Primary Academy and to Farnborough Spencer Secondary Academy. It is located in the same local authority as three other primary Spencer academies, including the outstanding Chetwynd Spencer, and two other secondary Spencer academies.

The area as a whole is expected to be relatively mixed socially with a high proportion of professional parents. There are good transport links within the area, due to the proximity to the M1, M42/A42, A453 and A50.

The school will be located in generous grounds including its own playing fields, hard play area and some terraced areas. There will be the opportunity to create Forest School provision. The learning spaces, including the library, have been designed to be bright and support collaborative learning. There are small break out spaces to support all learners and good outdoor space.

The taught curriculum at the school will be evidence based and the development of social aspects and cultural capital, alongside academic rigour, will be at the heart of the experiences we will offer our children.

We will offer a before and after school provision recognising the number of parents in the area who work. We also intend to develop, over time, a

rich programme of extra-curricular activities for pupils and parents/carers including an active PTA. We believe that working with parents is key to improving chances of our children. Millside will be situated in a village with two other established primary schools and we will be keen to work closely with the Principals and the staff of these schools to maximise opportunities for the children of East Leake Village.



**MILLSIDE  
SPENCER ACADEMY**

## What we can offer:

We expect a lot of our Principals but we pride ourselves in giving a good deal back in return. We are driven by the values and principles of working in collaboration and together we share high expectations across all areas of our work.

The role offers the opportunity to work alongside a Trust-wide Team, particularly with approaches to school improvement and innovation within a network of like-minded secondary, primary and special school colleagues which meets at least monthly. If appointed you will be part of the Primary family, which is a high performing group. We are a strong, supportive network for Principals, which provides peer support and critical friendship. We meet monthly for our own professional development, to share best evidence-based practice, new ideas and challenges.

We invest heavily in support for professional development and opportunities for all staff through active participation in what The Spencer Academies Trust has to offer, which we believe to be amongst the broadest in the East Midlands, given the size and scope of our Trust. The Trust has a strong and visible commitment to CPD for staff at all levels, including its Principals. It operates a Teaching School Hub, which includes a SCITT and Teacher Apprentice Programme and a Research School of national reputation, located in Derby, and co-leads the East West Midlands Maths Hub. This provides unrivalled opportunities to participate, and to lead local and national programmes of excellence.

The combination of the Principals' network and system leadership level CPD, provides strong support for both new and experienced school leaders, with a strong emphasis on coaching.

The successful applicant will also enjoy my full support together with that of our Trust Executive, Board of Directors and our central school improvement teams. There is significant opportunity for professional

development and personal growth as part of our Trust, working with partners regionally, locally and nationally.

Our Teaching School and Research School offers a full-suite of formal national leadership development programmes to executive level as well as informal opportunities to network widely and explore innovation and research based enquiry approaches to school improvement.

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

 [millsidespencer.com](https://millsidespencer.com)

and the Trust website:

 [www.satrust.com](https://www.satrust.com)

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

*A O'Brien*

**Angela O'Brien**, Primary Director of Education





## How to Apply

Thank you for your interest in this exciting opportunity to lead Millside Spencer Academy.

For more information, please refer to our website at:

[www.satrust.com](http://www.satrust.com)

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

[www.satrust.com/vacancies](http://www.satrust.com/vacancies)

making sure you clearly evidence your achievements against the person specification.

**Please also provide a covering letter, maximum one 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:

**Lisa Clark:**

**08455 651870**

**[lisaclark@satrust.com](mailto:lisaclark@satrust.com)**

**Closing date for applications: 12.00pm, January 21<sup>st</sup> 2022**

**Interviews: January 27<sup>th</sup> & 28<sup>th</sup> 2022**

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: Millside Spencer 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:	Millside Spencer Academy
Post Title:	Principal
Grade/Pay Range:	L12—20 dependent on experience
Reporting to:	SAT Chief Executive and Director of Primary Education





### Overall Purpose of Post

With a belief there can be no ceiling on student achievement and a passion for equality, the Principal brings strategic direction and professional credibility to Millside Spencer Academy.

The Principal is accountable to the Chief Executive and Primary Director of Education for ensuring that the Academy improves the life chances of children and young people by raising aspiration and fulfilling potential.

The Principal will provide professional leadership and management of their individual Academy and must establish a culture that promotes excellence, equality and high expectations of all pupils, whilst contributing to the success of all pupils within the Spencer Academies Trust.

### Main Duties and Responsibilities

- Provide inspirational and effective leadership and management of the Academy, ensuring pupils make outstanding academic and personal progress.
- Effective implementation and embedding of the SAT values and principles of working in collaboration and upholding the SAT mission, vision and beliefs.
- Provide leadership across all aspects of the Academy including professional leadership, management and control.
- Create a culture of constant improvement and being an inspirational leader, committed to the highest achievement in all areas of Academy work.
- Line manage the Senior Leadership Team in the Academy.

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

#### 1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

#### 2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn



- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### 3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### 4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour

- ensure that adults within the school model and teach the behaviour of a good citizen

### 5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### 6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development



- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10. Governance and accountability**

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties





In addition to the national Headteacher standards, the following responsibilities also apply:

### Safeguarding children and Safer Recruitment

- Ensure safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by Spencer Academies Trust.
- Ensure that all policies and procedures adopted by the Trust are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities.

### General

- 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 in particular 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 Spencer Academies Trust and establish constructive relationships with nominated 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.

**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

Qualifications and Experience	E	D
Qualified Teacher status	•	
Honours Graduate or equivalent	•	
Further relevant accredited professional/academic study		•
Relevant professional development within the last 2 years	•	
NPQH qualification		•
Substantial successful recent senior leadership experience in a school in England	•	
Experience within the Primary age range including thorough knowledge of the National Curriculum and Early Years programme of study	•	
Experience in KS1 or Early Years		•
Proven track record in leading and managing successful teams which have made a significant contribution to school improvement	•	
Experience of evaluating quality and standards in provision and outcomes	•	
Experience of developing and delivering a relevant, effective curriculum	•	
Involvement in managing organisational change	•	





Knowledge and Skills	E	D
Highly effective classroom practitioner	•	
Up to date primary phase knowledge including pedagogy, curriculum and research findings and current priorities	•	
Thorough knowledge of procedures for safeguarding and promoting children's welfare	•	
Knowledge of how to allocate available financial resources to meet school priorities		•
Ability to generate and share a vision, and to motivate others to engage with it	•	
Ability to develop and maintain appropriate relationships and establish effective stakeholder partnerships within and beyond the Academy, and cross phase.	•	
Excellent interpersonal, oral and written presentation skills/communication across the spectrum of stakeholders.	•	
Ability to use data and a range of sources of evidence to make judgements and identify priorities.	•	
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for improvement	•	
Excellent influencing skills and the ability to engage others in new ideas	•	
Able to inspire, challenge and motivate others through a range of leadership styles	•	
Excellent organisational skills, able to manage workload, delegating to others where appropriate and to work under pressure	•	





Personal Qualities	E	D
Self-aware – knows strengths and preferences and can relate to different personality types well.	•	
An inclusive mind-set	•	
Self-motivated and resilient	•	
Willingness to learn	•	
Ability to work flexibly within a team and lead by example.	•	
Uncompromisingly ambitious for students and their life chances.	•	
Creativity and problem solving skills	•	
Personal integrity	•	
Recognition of the importance of personal responsibility for health and safety including safeguarding	•	
Commitment to the Trust’s ethos, aims and whole community.	•	



**SPENCER**  
ACADEMIES TRUST

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