



Appointment Information Pack



Vacancy	Principal
Location	Freehold Community Primary Academy
Start date	September 2021
Closing date & time	4 th May 2021 @ Noon
Salary	L18 – 24
Interviews	10/11 May 2021
Return application to	<p>Focus Academy Trust Talking Point Conference Centre Huddersfield Road, Scouthead, Saddleworth, OL4 4AG</p> <p>Head of HR- Claire Livingstone C.Livingstone@focus-trust.co.uk 07824314392</p>

Welcome from Helen Rowland, Chief Executive – Focus Trust

Dear applicant,

Thank you for taking an interest in the Principal vacancy at Freehold Community Primary Academy. This vacancy has arisen due to the retirement of the current Principal.

Freehold is an exciting place to work with great children and a great staff team who are receptive to change and always looking at evidenced based research for the best ways to support our children and provide a high-quality education. The governing body are knowledgeable about the strengths and next steps for the academy and are true partners in leading the school forward with the Principal. The school has made continuing improvements since being judged Good in 2014 and in 2018 with outstanding personal development. The current leadership team have led the school from strength to strength and Freehold is now well on the road to becoming an Outstanding school.

We hope that you will find this information pack helpful in finding out more about this post. You are very welcome to make an appointment to visit the school. Appointments should be arranged directly with the current Principal, Mrs Angela Leach, by calling 0161 770 5725. Visits will give you an opportunity to see the school in action.

If you would like a further conversation about any aspect of this post or about working as part of the Focus-Trust, please do not hesitate to contact me. Either contact me directly by email h.rowland@focus-trust.co.uk or call Janet Berry (Executive Assistant)) who will arrange a telephone call (01457 821813).

Focus-Trust was established in 2012 and fifteen academies joined between 2013-2017, the majority serving disadvantaged communities. All the academies uphold the Trust values – **Care, Dare, Fair, Share** and have the same commitment: '**Learning together, making the difference**' working in genuine partnership to help us realise our vision of '**Great academies at the heart of our communities.**' The academies are distinctive in their own right and that is important to us at Focus-Trust. They each have their own curriculum, staffing structures and individual ethos. However, we have a strong culture of 'Collective Efficacy' where we have a shared commitment to work together on the things that matter to improve outcomes for all and we have policies, procedures and systems which are shared across the Trust. For more information about the Trust please visit our website www.focus-trust.co.uk

The academies within the Focus-Trust have developed into a learning community with highly effective Peer Review central to our work. There is an absolute expectation that academy leaders will share and develop effective practice together. All academies are treated equally and all have elements of great practice which are shared for the benefit of the whole trust. The academy leaders (Principals, Principals and Vice Principals) meet the Central team half termly at a Leaders' Forum where they discuss and agree both operational and pedagogical issues. Leaders of key areas (English, mathematics, special educational needs, Equity Champions, early years, Pupil Premium, Digital Champions, Community Champions, etc) meet regularly. Governors and Business Managers from across the Trust also meet regularly. All teachers meet throughout the year at various forums.

Do not hesitate to contact us if you require any further information.

Helen Rowland



Welcome from Chair of Governors

Dear Colleague,

Thank you for taking the time to consider applying for the post of Principal at Freehold Community Primary Academy. I hope you will find the following information useful and it helps you understand the values and ethos of our Academy. We are one of the 15 Academies within the Focus Trust and converted in November 2015.

Freehold Community Primary Academy is a popular and well respected place for education and knowledge. We are established as a vibrant and inclusive community and work hard to ensure that each child is placed at the centre of every learning experience. Our ethos puts great emphasis on achieving the highest standards possible. We aim to ensure that all Pupils reach their full potential and that outcomes for all continue to improve.

The Academy is located on the Werneth and Chadderton border, about one mile outside the centre of the borough of Oldham in Greater Manchester. Most of our families live in the Werneth ward or the neighbouring districts. Our student population is reflective of the local demographics within the borough, as the majority of our Pupils are from a Pakistani or Bangladeshi family heritage. Many represent second and third generations of families that have previously attended the Academy. English as an additional language is spoken by 85% of our Pupils, and is one of the many challenges Team Freehold continues to embrace with creativity and enthusiasm.

We are a 2 form entry Academy with around 475 Pupils currently on roll. Our Nursery provision can accommodate 60 children, providing early learning to 2 cohorts of 30 on a part time basis each day. The proportion of Pupils supported by free school meals, the pupil premium and those who have SEN and/or disabilities is higher than the national average.

Pupil behaviour was judged to be outstanding at our last Ofsted inspection and along with good quality teaching and learning makes the Academy a stimulating and rewarding environment for everyone.

At Freehold we are very proud of our engagement with parents, which has helped develop our inclusive ethos and values. All governors and staff at Freehold are committed to building stronger links with local community leaders in order to appreciate the cultural and religious backgrounds of our families. In return, we hope a common understanding of the values of learning and education is becoming embedded within our community.

Team Freehold consists of 27 teaching and 43 support staff, who have been led by a dedicated, highly experienced and respected Principal, who leaves us to enjoy a well earned retirement. At Freehold we believe that personal development for everyone is critical to success and so we are committed to investing in all our people and endeavour to ensure that everyone has the opportunities to become that leader of the future.

Please come and visit our Academy, where you will find children who were excited and happy to be back learning following the recent extended periods of home learning due to COVID-19.

Through this process we are seeking to recruit an inspiration leader for our Academy. One who is committed to working with us on our established journey to achieve our vision that ensures all Pupils reach their full potential and outcomes for the whole of our community, continue to improve.

I look forward to receiving your application.

Kerry Love

School details

Address	Freehold Community Primary Academy Sidmouth Street Chadderton Oldham OL9 7RG
Telephone	0161 770 5725
Website	http://www.freeholdprimaryacademy.co.uk/

Job description

Key Purpose

Provide consistently high-quality leadership and management which ensures continuing improvement and success with a focus on accelerating and sustaining pupil progress.

To play a major leadership role in:

- Formulating and modelling the aims and the objectives of the Academy and the improvement plan
- Establishing the policies and guidance through which objectives are to be achieved.
- Managing staff and resources to achieve the objectives of the academy and the improvement plan.
- Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils.
- Monitoring progress towards their achievement

Key relationships

- Children, parents, and staff
- Local governing body
- Director of Academies and other members of the Focus-Trust team
- Other academy principals
- The directors and trustees
- Other local Academies and stakeholders

Key responsibilities

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Principal in order to realise the Academy's vision and outcomes of the academy.

The key duties are set out under the following headings:

1. School culture
2. Teaching and learning
3. Curriculum and assessment
4. Behaviour
5. Additional and special education needs and disability.
6. Professional development
7. Organizational management
8. Continuous school improvement
9. Working in partnership
10. Governance and accountability
11. Child protection and safeguarding

1. **School culture**

- Establish and sustain the academy's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Demonstrates and articulates high expectation and set stretching targets for the whole Academy.
- develop 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 academy's community and a safe, orderly, and inclusive environment.
- work with staff to ensure a culture of high staff professionalism.
- Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.
- Ensure that monitoring takes account of different pupil groups and data is used to close gaps, ensuring equity for all pupils.

2. **Teaching and learning**

- Work with staff and academy leaders to 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**

- work with academy leaders to ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- work with 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.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. **Behaviour**

- 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 academy 's behaviour policy.
- work with teachers and middle leaders to 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**

- ensure the academy 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 academy 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 academy fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

- work with staff to ensure they access high-quality, relevant 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.

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- ensure staff are deployed and managed well with due attention paid to workload.
- work with organisational systems, processes and policies that enable the school to operate effectively and efficiently.

8. Continuous school improvement

- work with all staff to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the academy's effectiveness and identify priority areas for improvement.
- develop and understand appropriate evidence-informed strategies for academy improvement.
- Work with all school leaders to implement effective improvement strategies, which lead to sustained academy improvement over time.

9. Working in partnership

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

10. Governance and accountability

- 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.
- work with the school leaders to ensure that the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

11. Child protection and safeguarding

- Ensure that the academy complies with all national and local safeguarding requirements.
- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

Ethics and professional conduct

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership
- Optimistic and enthusiastic

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the academy or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Chief Executive.
- Respect confidentiality of staff, pupils, families, and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies of the Focus-Trust and academy.
- Ensure that all statutory requirements are met.

Person specification

Key to assessment methods.

A – Application form

I – Interview process

R – Reference

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	√		A
Graduate level qualification	√		A
Evidence of continuing and relevant professional development in school leadership and management		√	A
Skills and Experience			
Ability to actively lead and promote the values and vision of the academy	√		A/I/R
Leadership experience across all Key Stages	√		A/I/R
Knowledge and understanding of effective strategies for supporting the learning needs of higher achieving children, children with Special Educational Needs and disabilities and disadvantaged children	√		A/I/R
Experience of working within a culturally diverse community		√	A/I
Experience of promoting a culture of children's rights	√		A/I/R
Strategic Direction and Development			
A thorough knowledge of the major curriculum issues, current educational development and legislation	√		A/I
Evidence of ambition and success for every child by setting and achieving challenging goals and targets bespoke to their needs	√		A/I
A strategic approach to academy improvement	√		A/I/R
Experience of leading change effectively	√		A/I
Leading People and The Organisation			
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	√		A/I/R
Ability to lead and inspire staff, governors, pupils and parents in shared expectations, vision and values	√		A/I/R

The ability to lead and manage the academy in a way that encourages the sharing of responsibilities and development of individuals.	√		A/I/R
---	---	--	-------

About our School

Everyone at Freehold is committed to **'Growing Together on Our Learning Journey'**.

We aim to develop children who have:

Integrity

- ❖ has pride in their work and always perseveres to achieve their best.
- ❖ understands how they learn and has ownership and choices in their learning.
- ❖ is accountable for their own actions and choices.

Resilience

- ❖ successfully works independently and collaboratively.
- ❖ takes every opportunity to achieve their full potential.
- ❖ has a growth mind-set and is determined and resilient when facing a challenge.
- ❖ is enthusiastic and motivated with a passion for learning.

Honesty

- ❖ can reflect on and honestly discuss their learning, feelings, and behaviours.
- ❖ understands that mistakes are part of life and learning.

Empathy

- ❖ is open minded and tolerant in a diverse community.
- ❖ feels valued and cared for and appreciates themselves and others.

Respect

- ❖ follows expectations, showing respect for others and the environment.
- ❖ makes a positive contribution to school life and considers how they can have an impact on current issues.

Our Staff are:

- ❖ Committed to reflective, inclusive, research-based pedagogy.
- ❖ Hard working
- ❖ Totally committed to their own professional development
- ❖ Resilient and adaptable

Our Curriculum is:

Planned to enable our pupils to be excited about their learning experiences. From the start of their learning journey, we focus on developing children's basic skills and these continue to be promoted and developed at all times to ensure our pupils can access and flourish within the wider curriculum and are always prepared for their next stage of learning. We fully believe that the more children know, the easier it is to learn, so using the breadth of study as set out in the National Curriculum, we have identified key knowledge, skills and vocabulary that the children need to learn within every subject, across each year group. Key concepts are purposely revisited and built upon to deepen children's understanding and support retention of knowledge. To achieve this, we start every topic with a WOW event. This allows us to provide a variety of experiences for our children, that they would otherwise not have, and further

develops their cultural capital. A further way in which we develop children's experiences is through themed days/weeks and assemblies/Pause for Thought sessions, which focus on British Values, SMSC and/or current national and global issues or celebrations. Each topic is linked to quality texts (fiction, non-fiction and poetry) which allows us to provide cross curricular learning experiences which really broaden our pupil's experiences and raise their aspirations.

Academy Quick Facts

Type of school	Primary (convertor academy)
Age range	3 -11
Location/LA	Oldham
Number of children	473
Number of teaching staff	23
Number of support staff	47
% FSM	27%
% SEN	9.5%
% EAL	85%

Our geographical area

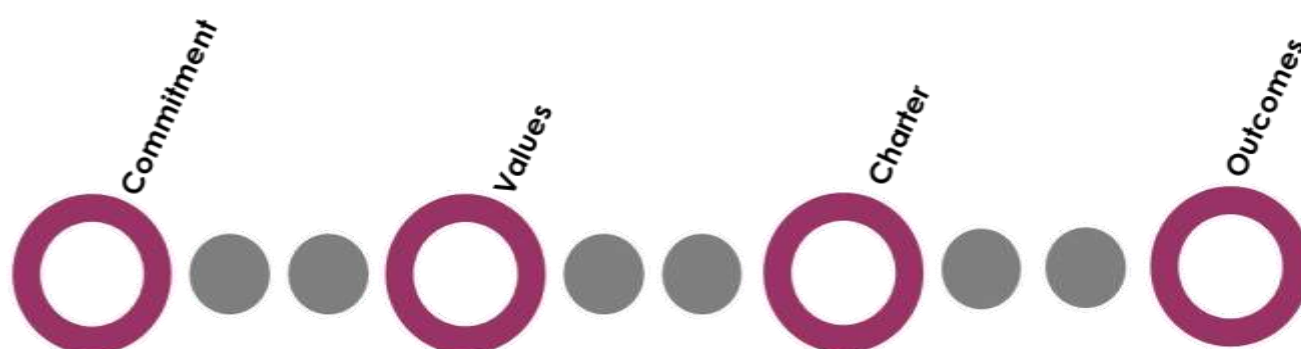
We are situated in Oldham about 1 mile from the town centre. There is some parking within our school grounds.

About the Focus-Trust

Introduction

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however, their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The over-arching ethos and drive of the Focus-Trust is outlined below. This information is broken into sections:



Commitment

It is the commitment of the Focus-Trust to, *'learning together and making the difference'*

Values

We have four core values that all staff are expected to model in their work.

Open, honest & inclusive – demonstrating integrity



Through team work, collaboration and sharing best practice

For people and the learning environment



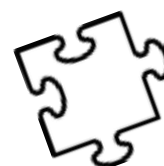
By thinking differently and taking risks

Charter

The Focus-Trust Commitment is exemplified through our Charter which outlines the expectations for everyone. The Charter can be seen like pieces of a jigsaw that fit together to ensure that we get the best outcomes for every child. There are five pieces to the Charter jigsaw.

1. We expect **leaders** (including governors) to:

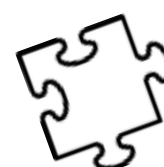
- be ambitious for the success of the academy and the Trust, showing relentless determination;
- model effective behaviours and values;
- ensure that teaching maximises progress;
- hold staff to account for their practice and the outcomes the children reach;
- take responsibility for the success of the academy and the Trust;
- strategically deploy resources to maximise progress;
- challenge, support and develop people;
- work with integrity and respect;
- value diversity and equality;
- work in partnership with the community; and
- value both effort and excellence.



2. We expect **parents and carers** will:
- ensure that their child has excellent attendance;
 - ensure that children arrive at school on time and are collected on time;
 - support their child with home learning;
 - attend meetings with their child's teacher; and
 - support the work of the school.



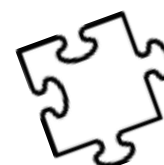
3. We expect **teaching** and the **curriculum** to:
- challenge, excite and engage;
 - be based on prior assessment in order to be appropriately pitched and differentiated for all children;
 - provide well targeted feedback which leads to action and improvement; and
 - embed secure basic skills which are used and applied.



4. We expect **staff** to:
- take responsibility for pupil outcomes;
 - demonstrate high expectations of behaviour, personal development and academic progress;
 - create safe and secure learning environments where children feel secure to make mistakes and have a go;
 - value and reward both effort and excellence;
 - model respect and tolerance;
 - have a go and try new things;
 - enjoy working with children;
 - want every child to be the best they can be;
 - adopt an aspirational, no excuse, approach to their work;
 - ensure learning is challenging for all pupils;
 - ensure that parents and carers are treated as partners in learning;
 - be proactive, take responsibility and keep up to date; and
 - make a difference to the academy.



5. We expect **CPD** to:
- be well matched to need;
 - be of high quality;
 - be differentiated (where relevant);
 - lead to action and improvement;
 - challenge thinking and learning; and
 - provide excellent value for money.



Outcomes

By securing our commitment we will ensure that our children within the Focus-Trust:

- achieve well.
- feel safe and secure to take risks and make mistakes.
- want to improve and know how to improve.
- have high aspirations and be ready for the next steps in learning and life.
- have high expectations of self.
- are independent, resilient, and respectful of self and others.
- are tolerant and open-minded.
- are happy and confident.
- have independent and collaborative learning skills.
- are proud of their community and their role in it; and
- are proud of their community and know how to contribute to it.

Before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Equality of opportunity

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

The Focus-Trust is committed to the safeguarding and promoting of welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post, you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact us for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile – no longer than 3 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Return your (i) application form, (ii) knowledge and skills profile, and (iii) equal opportunity monitoring form by the closing date and time.

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage,

where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Previous employment section

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the Head of HR if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Declaration – relatives and other interests

If this applies to you, please give the name of the employee, the Academy they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements. Please note that this form is not seen by any members of the short listing or appointment panel.

**Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.**