



# **Harriers Banbury Academy**

## **Principal Application Pack**



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# Chair of the Regional Board

## Dr. Jeffery Quaye OBE



**Harriers Banbury  
Academy**  
an Aspirations Academy



### Letter from the Chair of Regional Board

Dear Principal applicant,

Thank you for your interest in the role of Principal at Harriers Banbury Academy. I am particularly please that you are giving careful consideration to applying for this fantastic opportunity to lead our school. This vacancy has arisen because our current Principal, Steph Coley, is taking early retirement at the end of this academic year.

The governors have compiled this information pack to give you a sense of the school and the range of opportunities available should you decide to join us. It is anticipated that the information provided would interest you in making an application for this position.

The Trust is seeking to employ a successful candidate who is able to continue to build on our academy's current strengths and successes to ensure that pupils continue to thrive at Harriers Banbury Academy. The role description below and a personal specification outline in more detail the list of qualities we are looking for. If this sounds like you, then please get in touch. We are committed to supporting our new Principal to deliver the best education for every child at the school.

I warmly encourage you to visit the school to speak with staff and pupils. Please contact Ruth Jakeman, Office Manager, by email: [rjakeman@harriers.org](mailto:rjakeman@harriers.org) to make an appointment.

I look forward to hearing from you.

Yours faithfully,

Dr. Jeffery Quaye OBE  
(Chair of Regional Board)

# Vision & Values

We believe that learning should be an exciting and life-long process, and that all of our children should be given the opportunity to achieve their full potential both within school and the community.

The values of self-worth, engagement and purpose are the foundations of the Aspirations Trust Academies and can be seen within all areas of school life at Harriers Banbury Academy. If pupils feel good about themselves they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams. We strongly believe that with big dreams and hard work, anything is possible. We inspire our children to dream about the future while being inspired in the present to reach those dreams with resilience, creativity and a sense of community.

## **What Ofsted (March 2024) said about us:**

*‘This is a friendly and inclusive school where pupils are responsible, respectful and safe.’*

*‘The school has an ambitious and well sequenced curriculum starting from the Early Years.’*

*‘The school provides abundant opportunities to read, celebrate authors and explore a range of literature.’*

*‘Pupils are friendly, polite and calm.’*

*‘Pupils benefit from warm and kind relationships with staff, which mean that they know that they are safe and supported.’*

*‘Pupils, therefore, develop into highly responsible individuals who learn to think independently with a deep sense of right and wrong.’*



## **The 8 conditions that make a difference to raising pupil aspirations and are linked throughout our curriculum offer are:**

- Belonging
- Heroes
- Sense of Accomplishment
- Fun and Excitement
- Curiosity and Creativity
- Spirit of Adventure
- Leadership and responsibility
- Confidence to Take Action

# About Harriers Banbury Academy

Located in the centre of the bustling town of Banbury in Oxfordshire, we are a two-form entry primary school surrounded by acres of green fields, including a forest school, sports pitches and our own library bus.

Our mission statement 'Learning to Fly' was created and chosen by our pupils. We are always learning and always trying to achieve our best; this applies to whatever we put our minds to and, crucially, applies to staff and all pupils alike.

Every one of our pupils is unique. Each has hopes and dreams, needs and talents. We provide a welcoming, exciting, safe and secure environment, giving all pupils the platform they need to excel and to fly high. Every child will approach this journey differently and need different teaching and support along the way, be it a bit of extra help in the classroom, additional nurture to boost their confidence, or simply the runway clearing so they can take off and achieve their full potential.

We offer excellent resources and opportunities, from a science club for girls, to innovate online programmes, a science and technology work space, and bespoke wellbeing support in partnership with agencies such as Place2Be, which is proud to have the Catherine, Princess of Wales as its patron.

As an Aspirations Academies Trust school, Harriers provides a modern and expansive curriculum. Teachers are given the freedom to teach in a way that meets the needs of their students, and pupils are resilient, have empathy and develop teamwork and leadership skills, ending their time with us with strong academic results ahead of national outcomes. It's a powerful combination.

We aim to prepare our pupils for the world and work places of the future, giving them the skills, knowledge and guidance to succeed at whatever they choose to do - while having fun and leaving with happy memories that last for a lifetime.

# Job Description & Person Specification

<b>Post Title:</b>	Principal (Full Time, Permanent)
<b>Salary/Grade:</b>	L14-L19 + performance bonus
<b>Start Date:</b>	1st September 2025
<b>Academy:</b>	Harriers Banbury Academy
<b>Closing Date:</b>	Monday 27th January 2025
<b>Interview Date:</b>	Thursday 6th February 2025
<b>Disclosure Level:</b>	Enhanced



# Job Description

The Principal of Harriers Banbury Academy will carry out the professional duties as set out in the Trust's contractual framework for teachers and abide by the Headteacher Standards. The Principal is responsible for all aspects of the internal organisation, professional leadership and strategic direction, budgeting, safeguarding and premises controls within the academy. They will create a culture of constant improvement, be an inspirational leader and be committed to the highest aspirations for all. **The main aspects of the role:**

- Create an environment where all children and staff feel valued and have a strong sense of belonging.
- Safeguard all stakeholders and expect safeguarding to be everyone's responsibility.
- Promote equality, equity and inclusion irrespective of race, gender, ethnic origin or disability.
- Drive the continuous and consistent focus on raising achievement and improving pupil outcomes.
- Develop teaching and learning of the highest quality.
- Promote a school that enables all pupils to access a broad and balanced 'No Limits' curriculum. Implement the Aspirations Academies Trust vision and ensure it is understood by all stakeholders.
- Maintain a positive profile in the community - local and national.

The Principal will:

## 1. Shape the future by leading strategically

- Develop and implement a strategic plan, underpinned by sound financial planning which secures continuous school improvement and also challenges, motivates and empowers others to attain ambitious outcomes. Ensure the raising of aspirations, achievement and attainment through the fostering of an inclusive, sustainable and innovative lifelong education environment. Ensure a close working relationship with other Aspirations Academies, sharing staff and resources, whilst at the same time maintaining the distinctive educational qualities of the academy. Effectively market and promote the academy to a range of audiences.
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## 2. Lead learning and teaching

- Develop an inclusive and supportive approach so that the academy is a place where all young people feel welcome and can thrive. Secure and sustain effective teaching and learning throughout the academy by monitoring and evaluating the quality of teaching and standards of student achievement, using benchmarks and setting targets for improvement for all. Ensure that effective and appropriate pastoral support is available to students. Establish creative, responsive and effective learning in all curriculum areas and ensure relevant CPD supports staff to deliver this. Embed the Trust's Core Guiding Principles into every aspect of the culture of the academy and promote the acquisition and application of knowledge along with the development of the Trust's 'No limits' education offer.
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## 3. Raise aspirations, achievement and attainment

- Address the needs and aspirations of each student through personalised learning and mentoring.
- Celebrate student and staff successes to secure positive self worth.
- Use assessment data to set challenging targets and high expectations for all.
- Challenge practice to ensure a stimulating learning environment.
- Ensure academy-wide priorities are consistently and effectively implemented and monitored through an Academy Improvement Plan.
- Ensure robust and effective review systems lead to continuous improvement.
- Lead pupil progress meetings and use pupil progress data and outcomes rigorously to optimise learning for all children and to drive up standards of teaching and learning.
- Establish creative, responsive and effective approaches to teaching and learning.
- Implement and use a thorough monitoring evaluation cycle to ensure that planning and provision tackles any areas of weakness and celebrates successes.
- Tackle under-performance at a range of levels and hold those to account who do not meet expected standards.

- Liaise with subject leaders to ensure the development of each curriculum subject is broad, rich and consistent. Monitor key professional practices on a regular basis ensuring all relevant policies are adhered to and meet the needs of the academy.

#### **4. Develop self and others**

- Develop a culture of personal responsibility and motivation to enable a shared contribution to a purposeful and transparent vision.
- Ensure a high standard of professional development for all staff and work alongside the Aspirations Learning Institute to formulate a high-quality professional development offer for all.
- Work with all staff to build effective teams through coaching, mentoring and time to discuss best practice.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and to keep own skills and knowledge relevant.
- Encourage, support and lead staff to work with staff in other Aspirations Academies to promote the sharing of good practice and school improvement.

#### **5. Lead the organisation**

- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academy.
- Lead by example and be a highly visible presence around the academy.
- Establish collaborative and open relationships with all stakeholders.
- Critically evaluate the academy's performance and report outcomes to the Regional Board.
- Communicate openly with the Academy Improvement Director on a regular basis.
- Ensure that communication channels exist enabling all staff to receive the information they need in order to carry out their professional duties effectively and to be able to ask questions and share their ideas.

#### **6. Managing the organisation**

- Ensure all safeguarding and health and safety procedures are rigorously followed.
- Ensure the smooth to-day running of the academy.
- Work with senior Trust staff to recruit and retain staff of the highest quality and work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Ensure the effective implementation and operation of Aspirations Academies Trust communication systems in Harriers – Arbor, IMP, CAFM, DC Pro Assessment, Managed IT, My Concern, etc.
- Take responsibility for the collection of data and making returns of all statutory requirements to the Department for Education.
- Plan and manage the academy's financial resources and maximise the level of external funding that is attracted to support its development and ensure that the academy works within the financial budget set.
- Actively promote and foster the importance of pupil and staff behaviour that shows respect, consideration and thought for others.
- Contribute to school self-evaluation and ensure improvement plans and policies promote continuous school improvement.
- Attend Regional Board meetings and lead sub-committee meetings where appropriate.
- Work closely with parents to promote a joined-up approach to learning and support teachers to ensure parents are informed about their child's learning and spiritual, moral, social and emotional growth.
- Monitor resources and to oversee the deployment of them, ensuring value for money.

#### **7. Managing professional standards**

- Ensure the highest standards of professional conduct and confidentiality at all times. Set a good example in terms of dress, punctuality and attendance.
- Uphold the academy's behaviour code and uniform regulations. Support staff where necessary to communicate with parents when there are concerns with academic work, behaviour or uniform.
- Participate in staff training and meetings. Organise / lead INSET as required.
- Develop and maintain good relationships with all stakeholders and partners.
- Be a proactive member of SLT and instil confidence and respect from colleagues.
- Have a high level of written and spoken English to ensure professional standards are met at all levels and communication is of a high level.



## 8. Securing accountability

- Contribute to, and articulate, an ethos, which enables everyone to work collaboratively.
- Ensure all staff have clearly defined responsibilities and accountabilities.
- Establish strong senior and middle leadership roles within a distributed leadership structure.
- Secure robust academy self-evaluation and quality assurance procedures.
- Take a lead role in staff growth conversations (appraisal).
- Ensure that all children make optimal progress even when there are barriers to learning, through excellent systems and provision for all.
- Hold difficult conversations where necessary to ensure high standards are always maintained.
- Update policies and ensure staff adhere to these policies.
- Report to the Regional Board.

## 9. Lead in the community through collaboration

- Maintain rich partnerships with families, the community and other local schools.
- Ensure a range of community-based learning experiences and promote employability and cultural capital links.
- Collaborate with other agencies to ensure pupil and community needs are met.
- Develop the academy's extended school provision, including extra curricular offer and wrap around care.
- Actively support the diversity of the Academy's community and students.

## 10. Support the work of the Aspirations Academies Trust

- Develop and maintain the Aspirations ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum.
- Develop strong, positive relationships with colleagues in the Aspirations Academies Trust, contribute to collaborative work across Aspirations Academies and support other staff in participating in Aspirations Academies Trust work.
- Participate in Aspirations Academies Trust and sector-wide activities in order to share best practice, contribute to the development of Aspirations Academies Trust strategies and policies and promote Harriers Banbury Academy and the Aspirations Academies Trust in a local and national context.

\*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of the Appraisal system to clarify individual responsibilities within the academy and Trust structure and to ensure the character of the post as identified remains relevant. The Principal will be expected to comply with any reasonable request from the Academy Improvement Director or Chair of the Regional Board to undertake work of a similar level that is not specified in this job description. The academy will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition in line with their skill set and abilities to fulfill the role.



# Person Specification

A – at application

R – through the recruitment process

Knowledge and Qualifications	Essential	Desirable
Degree or equivalent	A	
Qualified Teacher Status	A	
Evidence of continued professional development	A	
NPQH (or is currently undertaking or will start the course before the role begins)	A	
High levels of involvement in safeguarding with relevant in school or external qualifications or course attendance	A	
Professional Experience	Essential	Desirable
Experience at Headteacher, Head of School, Deputy or Assistant Headteacher level	A	
A proven track record of successful leadership and delivery of learning for all groups of pupils	AR	
Experience in the analysis of performance data for the purposes of target setting and evaluation	AR	
Experience of monitoring and improving the quality of teaching and learning	AR	
Experience of effective behaviour management and a commitment to ensuring that student behaviour is outstanding	A	
Experience of coaching and mentoring and leading CPD for all staff		A
Experience of systematic and rigorous school self-evaluation	AR	
Success with working with parents and the local community		A

<b>Personal Aptitudes, Qualities and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Hard-working and able to thrive and manage pressure points	A	
Professional and positive manner	A	
Passion for teaching	AR	
Reflective		A
Commitment to vision and values	AR	
Effective communicator and interpersonal skills	AR	
Team work	R	
<b>Raising Aspirations</b>	<b>Essential</b>	<b>Desirable</b>
Evidence of effective leadership of the curriculum	A	
Involved in monitoring effective teaching and learning	AR	
Promotes a curriculum beyond the NC	AR	
Experience of successfully initiating, implementing and evaluating change and development	AR	
Understand and practice inclusion so that all have the opportunity to be the best they can be	A	
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils	A	
Acknowledges excellence and challenges underperformance	A	

<b>Managing the Organisation</b>	<b>Essential</b>	<b>Desirable</b>
Able to demonstrate working knowledge of the principles and strategies of school improvement and the principles and practice of dispersed leadership and accountability	A	
Ability to create policies, through informed decision making, consultation and informed judgements		AR
Knowledge of strategic financial planning, budgetary management and application of the principles of best value		AR
Ability to manage a school on a day to day basis including delegation management of tasks and monitor their implementation	AR	
Awareness of health and safety requirements		AR



# About



# ASPIRATIONS

## Self Worth, Engagement and Purpose

The Aspirations Academies Trust is a successful and rapidly growing sponsor of primary, secondary and 'all through' academies (3-18 years) within four distinct regions: Banbury, Dorset, Bournemouth and Poole and West London. We are committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves in an ever- changing world. The vision and values of Aspirations is that there is equality of opportunity for all and this is defined in our NO LIMITS curriculum model. We recognize that as well as knowledge, students need to develop their ability and skills within real- world contexts. We want our young learners to take the lead in using this knowledge to find solutions and think deeply. We value ingenuity, creativity and risk-taking so that development in core and applied learning is unified.



At whatever stage a child joins an Aspirations Academy, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications to meet their needs, the development of skills essential to success in the interconnected and highly competitive world of employment, as well as encouraging the highest aspirations.

## POWER SKILLS



# Safeguarding

## Recruitment Procedure

### **Safer Recruitment Procedure**

Aspirations and Harriers Banbury Academy are committed to safeguarding and promoting the welfare of all children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. Social media background checks may be undertaken for those shortlisted.

### **Equality and Diversity**

We welcome applications from people with disabilities and guarantee an interview for those with a declared disability should they meet the minimum criteria for the job. The Equality Act 2010 defines disability as “any physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day- to-day activities. This role is UK based and your Right to Work will need to be established as part of the appointment process. Harriers Banbury Academy will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination a person who will not on the appointment panel will conduct the search and will only share information if and when findings are relevant and of concern.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non- disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### **Shortlisting**

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form. Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application. Observations for longlisted candidates may take place before a shortlist is drawn up. You will only be contacted if your application is successful.

# COME AND SEE US!

Our children, staff and parents are an absolute credit and we look forward to introducing prospective candidates to them.

Visits to our academy are welcomed. If you would like to make an appointment for an informal visit before applying, please contact Ruth Jakeman, Office Manager, by email: [rjakeman@harriers-aspirations.org](mailto:rjakeman@harriers-aspirations.org)

## **Interview**

Those shortlisted will then take part in an interview process with questions relating to the job description and person specification.

There will also be a presentation and specific tasks relevant to the role. This information will be forwarded to those successfully shortlisted and invited to interview.

## **Reference checking**

At least two references will be requested, normally from the previous and current employers.

These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

**For more information please visit our website:**

<https://www.harriers-aspirations.org>



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