



SPENCER
ACADEMIES TRUST

Spencer Academies Trust

Candidate Information Pack

ASPIRATION | PARTNERSHIP | RESPONSIBILITY



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Chief Executive

Thank you for your interest in this leadership role with Spencer Academies Trust, an educational charity, multi-academy trust and sponsor of academies. We have around 18,000 children and young people in our academies and employ more than 2,500 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.

Our family of schools is currently made up of 17 primary academies, eight secondary academies and one primary-aged special education school. Seven of the primary academies are, like Highfields Spencer, free schools that have opened between September 2019 and September 2022. This has given us a strong insight into the development needs of schools like Highfields. All of our schools share our values and benefit from the collaboration and added value that being a member of our Trust offers.

The position of principal at Highfields Spencer Academy presents an exciting opportunity for an experienced and innovative leader to join our Trust as we enter our next phase of growth and influence. Highfields Spencer is a one-form entry primary school with nursery at the heart of a new housing estate between Findern and Mickleover, a few miles south of Derby.

As principal, you will be working collaboratively with the other Trust schools. You will have the support of both the Trust Executive Team and central support services, along with the benefit of working alongside other principals on a regular basis.

As the principal, you will provide inspirational and effective leadership and management of the academy, ensuring pupils make outstanding academic and personal progress. Spencer 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:

- has a strong track record of success in their current role within the primary phase, including early years
- is a strategic thinker who can build upon existing school improvement systems
- gets excited by the challenge of the unpredictable and able to solve problems in a creative, resourceful and pragmatic way
- has the ability to inspire the community within and beyond the school
- is an outstanding and reflective practitioner with a strong understanding of how to deliver a high quality curriculum that meets the needs of local children

You will be someone who:

- effectively models leadership behaviours to create and lead a cohesive team with high morale
- can easily convey their driving belief that absolutely every child can succeed and promote an environment where this happens
- maintains the quality of care for the whole child that characterises all of our Trust schools
- enjoys the opportunity to work collaboratively with a supportive Trust and other inspirational Principals

If you feel you can meet this challenge and be part of a successful and dynamic Trust, effectively leading the establishment of one of our schools, then we would like to hear from you.

Paul West, Chief Executive Officer, Spencer Academies Trust

The Trust

The Trust comprises the following Academies across Nottinghamshire, Nottingham City, Derbyshire, Derby City and Leicestershire local authorities:

School	Phase	Joined	Current Ofsted Grade
George Spencer Academy	S	2010	Outstanding, May 2015
Chetwynd Spencer Academy	P	2012	Outstanding September 2020
Wyndham Spencer Academy	P	2012	Outstanding, May 2014
Fairfield Spencer Academy	P	2013	Good, July 2016
Portland Spencer Academy	P	2014	Likely to be judged outstanding when next inspected, January 2022
Glenbrook Spencer School	P	2014	Good, November 2022
Sunnyside Spencer Academy	P	2014	Good with Outstanding Leadership and Management, July 2017
Heanor Gate Spencer Academy	S	2014	Likely to be judged outstanding when next inspected, March 2022
Long Field Spencer Academy	S	2015	Good, February 2018
Inkersall Spencer Academy	P	2015	Good, March 2022
Derby Moor Spencer Academy	S	2018	Good, June 2022
John Port Spencer Academy	S	2018	Good May 2022

School	Phase	Joined	Current Ofsted Grade
Rushcliffe Spencer Academy	S	2018	Outstanding, February 2014
Arnold Hill Spencer Academy	S	2018	Requires Improvement, January 2023
Farnborough Spencer Academy	S	2018	Good, September 2022
Hilton Spencer Academy	P	2018	Good, January 2023
Ashwood Spencer Academy	P	2018	Awaiting report, inspected February 2023
The Mease Spencer Academy	P	2019	Not yet subject to inspection
Chellaston Fields Spencer Academy	P	2019	Not yet subject to inspection
St Giles Spencer Academy	Sp	2019	Outstanding
Rosecliffe Spencer Academy	P	2020	Not yet subject to inspection
Highfields Spencer Academy	P	2020	Requires Improvement, February 2023
Clover Leys Spencer Academy	P	2021	Not yet subject to inspection
Castleward Spencer Academy	P	2021	Not yet subject to inspection
Brackensdale Spencer Academy	P	A2021	Not yet subject to inspection
Millside Spencer Academy	P	2022	Not yet subject to inspection



Aims of Spencer Academies Trust (SAT)

Mission

Our Mission is to deliver the best possible outcomes for children and young people.

Vision

Spencer Academies Trust is an exceptional Trust, providing an outstanding education for local children.

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 Highfields Spencer Academy

Highfields Spencer Primary School is a single entry school which includes a foundation stage with a nursery.

The school serves the Findern/Mickleover area about four miles southwest of Derby city centre and has good commuter links with the M1/A50/A52. The school was built to accommodate families in the local new-build estate. Our level of disadvantaged families is below average, but rising year on year. Our EAL population is broadly average, and we have above average proportions of children with SEND, whose parents are attracted by our inclusive approaches.

There is one single-aged class in each year group up to Year 3, apart from two in the reception-aged group where we opened an additional class in September 2022 at the request of the local authority. Our Year 3 class was also opened at this point in order to accommodate local requests to provide for older siblings of younger children, and we admitted children from a wide range of KS1 provisions in other local schools.

The school is new, having been modular built in 2019-20, and has a generous outside learning space which includes playing fields, playgrounds and a forest school. The indoor learning spaces include a library and a school hall.

Our Rainbow values form the moral ethos of the school, running through the daily dialogue of both staff and children. These are well-regarded and an embedded part of the school culture. The behaviour of the children is good.

The curriculum has been developing since we opened and is increasingly sequential, progressive and broad. When our Ofsted inspection came in February 2023, we had only been open 8 terms, much of which had been disrupted by the Covid-19 pandemic. We were in our second term of managing a rapid expansion of both a pupil and staff body (from nursery plus two classes in 2021-22, to nursery plus 5 classes in September 2022), and our curriculum delivery was not as consistent as it needed to be. As a result, we were graded as Requiring Improvement in this area and overall; early years, personal development, and behaviour and attitudes were all graded as good. With the support of our Trust partners, we are confident in our capacity to make the rapid gains needed. Our ambition is to be graded as outstanding in all areas when reinspected within 30 months. Our new principal will have the knowledge and ability to secure highly effective design and delivery of our curriculum offer.



HIGHFIELDS SPENCER ACADEMY

What we can offer:

We expect much of our principals, but we pride ourselves on 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 primary, secondary and special education school colleagues which meets at least monthly. If appointed, you will be part of the high-performing primary family. We are a strong, supportive network for principals and provide peer support and critical friendship. We meet monthly to share best practice, new ideas and challenges.

We invest heavily in support for professional development and opportunities for all staff through active participation in what the Trust has to offer, which we believe to be amongst the broadest in the East Midlands, given the size and scope of our Trust. We have a strong and visible commitment to CPD for staff at all levels, including principals; we also lead a Teaching Hub and a Research School of national repute, located in Derby, and co-lead the East West Midlands Maths Hub. This provides unrivalled opportunities to participate in, and to lead, local and national programmes of excellence. All staff are members of the Chartered College.

The combination of the principals' network and system leadership level CPD provides strong support for both new and experienced school leaders.

The successful applicant will also enjoy the full support of the Director of Primary Education, 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 the 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:

 www.highfieldsspencer.com

and the Trust website:

 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 Highfields Spencer Academy.

For more information, please refer to our website at:

www.satrust.com

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

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 the school or talk with the Director of Primary Education, please contact:

Nicola Kemp:
☎ 07929 182 928
✉ nicola.kemp@satrust.com

Closing date for applications:
9.00 am 20th April 2023

Interviews:
24th, 25th April 2023

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
Pension	Teachers’ Pension Scheme
Hours	Full Time
Office Accommodation	The registered place of work will be Highfields Spencer Primary School
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:	Highfields Spencer Academy
Post Title:	Principal
Grade/Pay Range:	L14-20
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 Highfields 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 through 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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

Principals:

- 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 Principal 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 within the 3-16 age range	•	
Honours Graduate or equivalent	•	
Further relevant accredited professional/academic study		•
Relevant professional development within the last 2 years	•	
NPQH qualification		•
Recent senior leader experience in a UK school	•	
Experience within the Primary age range including thorough knowledge of the National Curriculum	•	
Experience in 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
Ability to strategise in order to secure improvement	•	
Ability to develop and lead high performing teams	•	
Highly effective classroom practitioner	•	
Up to date primary phase knowledge including pedagogy, curriculum and research findings	•	
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.	•	
Have a sense of perspective	•	
Uncompromisingly ambitious for studentschildren/young people 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.	•	
Commitment to active engagement with other Trust schools, and to its CPD offer	•	



SPENCER
ACADEMIES TRUST

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