

Principal Application Pack

Starting January 2024



Welcome to Ocean Academy, Poole

SELF WORTH ENGAGEMENT PURPOSE



Dear Candidate,

Thank you for considering Ocean Academy for the next step in your professional journey. Ocean Academy is a forward thinking, vibrant and exciting place to work, with a strong reputation in the local community. The Principal role at Ocean Academy will be hugely rewarding for the successful candidate and as part of our committed team and supportive Trust ethos, will work creatively and constructively to provide the best education possible for all of our children. There are very effective local and national structures to support an experienced leader, or someone seeking their first Headship.

We are a successful and diverse academy with a real energy and excitement about the future. We are passionate about excellence in education, giving pupils the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow. Through our values of Self Worth, Engagement and Purpose, we relentlessly strive to ensure that every child aspires to be the very best that they can be. We trust that learning and a positive attitude are strengthened through effectively developing our Learning Skills of Teamwork, Respect, Independence, Resilience, Communication and Self-Motivation.

We are looking for an outstanding Principal who has a track record as an outstanding teacher and who has an in-depth understanding of what highly effective teaching and learning looks like. The Principal at Ocean Academy must have the highest expectations and provide leadership that will drive exceptional standards in all areas, whilst being mindful of what this means in terms of the essence of 'team'.

Ocean Academy is a fantastic place to work and is consistently oversubscribed. The 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 to the Academy before applying, please contact David Herbert, Regional CEO, at davidherbert@aspirationsacademies.org or on 07792 555244.

Our children have asked for a new Principal who is kind, available, challenges them and takes an interest in their learning (they would also like a swimming pool, but we have outlined that this is not an option!)

We would like to wish you the very best of luck and we look forward to meeting you. If you have any questions, please do not hesitate to contact us.

Kindest regards

The Ocean Academy Team

For more information please visit: <https://www.ocean-aspirations.org/> or www.aspirationsacademies.org

Or find out more about the fantastic experiences our children have by visiting:

Facebook: [aatocean](https://www.facebook.com/aatocean) Twitter: twitter.com/aatocean



Ocean Academy - What we can offer

Highly skilled staff and an engaging curriculum

Ocean Academy has high staff retention and through regular staff voice, the leadership team is aware of staff needs and workload priorities. Staff undertake regular CPD and therefore have the skill set to meet the needs of all of our children in an inclusive and nurturing way. Ocean Academy is the first academy in the Trust to achieve the Aspirations Lighthouse Standard for Curriculum and this is testament to the well designed, sequential and engaging curriculum on offer. We encourage ingenuity, creativity and risk taking and our curriculum is designed to promote the development of knowledge and skills over time so that learning remains constant and embedded into the long-term memory.

Happy, resilient children

Ocean Academy children are polite, well behaved and have a real thirst for learning. They believe in their ability to succeed, whilst not being afraid to make a mistake. They love coming to school and play a pivotal role in the leadership of the academy. They welcome leadership opportunities in daily life and are proud to hold specific leadership roles such as Eco Lead, School Council, Sports Lead, Librarian, Digital lead, CPTA, Anti-Bullying Ambassador and Maths Champion.

Modern facilities

The facilities at Ocean Academy are modern and diverse and this allows us to promote learning now and for the 21st century. Our Creator Space allows us to take STEM teaching to the next level. We have secure connections with local secondary schools, universities and employers to ensure our education has purpose and a future context. Our extensive external grounds and play equipment promotes effective outdoor learning and active playtimes.

Supportive parents

In our most recent parent voice survey, 100% of parents said they would recommend Ocean to other parents. They are incredibly positive about the education and care their child receives. Senior Leaders are available to parents at the beginning and end of the day (on the academy gate) and this allows any concern to be addressed quickly. We have a wonderful CPTA (Children, Parent, Teacher Association) who go above and beyond to raise funds.

The Aspirations Learning Institute

The Aspirations Trust is a passionate advocate for continuous professional development and offers a large range of development opportunities from Level 3 TA to coaching qualifications to NPQs and beyond. The journey to excellence for our staff is accessible and high quality. The newly formed Learning Institute is pioneering training of staff in all roles and offering exceptional opportunities to achieve accreditation.

Supportive Governors

We are part of the Aspirations Academies Trust and are one of 7 academies in our West Region alongside secondary academies: Magna Academy and Budmouth Academy, Primary Academies: Jewell Academy and Bovington Academy and two 'all through' academies: Atlantic Academy and Livingstone Academy. Ocean is governed by a Regional Board who challenge and support in a coherent and purposeful way. This regional model allows Principals to regularly have a voice in Trust level decisions and for a clear rationale for change. or new initiatives to be discussed and agreed upon. We believe in supporting all staff and mentoring is available at all levels. The Principal also attends half termly National Principals Meetings in London and this enables collaboration with our partner academies in the East Region (West London and South Central).

Principal Job Description

Post Title	Principal (Full Time, Permanent)
Salary/Grade:	Point Scale 16-22 + performance bonus
Start Date:	January 2024
Academy:	Ocean Academy Poole
Closing Date:	Monday 9th October
Interview Date:	Tuesday 17th October
Disclosure Level:	Enhanced

*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 below is relevant.

The Principal of Ocean Academy shall carry out the professional duties as set out in the Trust's contractual framework for teachers and abide by the Headteachers' Standards.

The Principal is responsible for all aspects of the internal organisation, professional leadership, management and control. They should create a culture of constant improvement and be an inspirational leader and be committed to the highest achievement for all.

The main aspects of the role:

- Carry forward the Aspirations Academies Trust vision and implement the Aspirations Academies vision and strategy direction so that it is understood by all stakeholders.
- Lead the Academy to deliver outstanding education and performance.
- Take the Academy to the next stage of development.
- Maintain a positive profile in the community - local and national.
- Drive the continuous and consistent focus on raising achievement and improving pupil outcomes.
- Focus primarily on the development of teaching and learning aiming to ensure that it is of the highest quality at all times.
- Promote a school that enables all pupils to access a broad and balanced curriculum and to develop their abilities and personalities, irrespective of race, gender, ethnic origin or disability.
- Be the designated safeguarding lead for the school.

The Principal will:

1. Shape the future by leading strategically

- Develop and implement a strategic plan, underpinned by sound financial planning which identifies priorities and targets for ensuring that pupils and students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Ensure that the management, finance, organisation and administration of the Academy are efficient, effective and deliver value for money.

- 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.
- Ensure the raising of aspirations, achievement and attainment through the fostering of an inclusive, sustainable and innovative lifelong education environment.
- Ensure the Academy achieves its performance targets.
- Effectively market and promote the Academy to a range of audiences.
- Secure the commitment of parents and the wider community to the vision and direction of the Academy.
- Work with all stakeholders to generate enthusiasm and commitment.
- Challenge, motivate and empower others to attain ambitious outcomes.

2. Lead learning and teaching

- Secure and sustain effective teaching and learning throughout the Academy by monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement. This should include those with special educational or linguistic needs in order to set and meet challenging, realistic targets for improvement.
- Promote excellence in teaching and learning, ensuring a continuous and consistent academy- wide focus on students' achievement and development.
- Develop an inclusive and supportive approach so that the Academy is a place where all young people feel welcome.
- Ensure that effective and appropriate pastoral support is available to students.
- Establish creative, responsive and effective learning in all curriculum areas.
- Create a positive culture of challenge, support, high expectations and high aspirations.
- Embed the Trust's Core Principles into every aspect of the culture of the Academy.
- Promote the acquisition and application of knowledge along with the development of the Trust's 'No limits: Education for success in the 21st century' curriculum.

3. Raise aspirations, achievement and attainment

- Address the needs and aspirations of each student through personalised learning and mentoring.
- Use assessment data to set challenging targets.
- Develop a culture of testing at all levels.
- Challenge practice to ensure a stimulating learning environment.
- Ensure Academy-wide priorities are consistently and effectively implemented.
- 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.
- Set high expectations and set stretching targets for the whole school community.
- 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 intention, implication and impact for the development of the curriculum are consistent and leaders drive their subject across the academy.
- Monitor key professional practices on a regular basis (e.g. planning, marking, targets, presentation, displays, etc.) ensuring all relevant policies are adhered to and meet the needs of children.

3. Develop self and others

- Develop a culture of personal responsibility that encourages both excellence and supports appropriate strategies to deal with underperformance.

- Ensure a high standard of professional development for all staff and for self, utilising the Growth Conversation appraisal process and work alongside the Aspirations Learning Institute to formulate a high-quality professional development offer.
- Work with all staff to build effective teams.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT and lead in the role of CPD leader.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.
- Encourage, support and lead staff to work with staff in other Aspirations Academies to encourage the sharing of good practice and school improvement.

4. 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, be a highly visible presence around the Academy.
- Establish collaborative and open relationships with all stakeholders.
- Critically evaluate the Academy's performance.
- Communicate openly with the Regional CEO on a regular basis.
- Ensure that communication channels exist enabling all staff to receive information they need in order to carry out their professional duties effectively.
- Ensure structures deliver student progression, attainment and achievement.
- Implement the Aspirations Academies Trust's performance management framework for all staff.

4. Managing the organisation

- Formulate an annual budget, with the Managing Director, Director of Finance and the South Coast Regional CEO, in order that the Academy secures its objectives.
- Work with senior Trust staff to recruit and retain staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Plan, manage and monitor the curriculum of the Academy within the agreed budgets, setting appropriate priorities for expenditure allocating funds and ensuring effective administration and control.
- Ensure the effective implementation and operation of Aspirations Academies Trust common systems in Ocean - 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.
- Manage and organise the accommodation of the Academy efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements.
- Plan and manage the Academy's financial resources and maximise the level of external funding that is attracted to support its development.
- Ensure that the Academy works within the financial budget.
- Ensure the smooth day-to-day running of the academy
- Actively promote and foster the importance of pupil and staff behaviour that shows respect, consideration and thought for others.
- Have effective behaviour management skills and have a sound understanding of how to keep staff and children safe.
- Contribute to school self-evaluation and ensure improvement plans and policies promote continuous school improvement.
- Attend governors' meetings and lead sub-committee meetings where appropriate.

- Ensure all safeguarding procedures are rigorously followed.
- 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.
- Be available to staff and parents to support, discuss and problem solve where necessary.
- Monitor resources and to oversee the deployment of them, ensuring value for money.

5. 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.
- Attend and participate in open evenings and student performances.
- Participate in staff training and meetings. Organise / lead INSET as required.
- Attend team and staff meetings.
- 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.

6. Securing accountability

- 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.
- Contribute to, and articulate, an ethos, which enables everyone to work collaboratively.
- Ensure individual staff accountabilities are clearly defined, understood and agreed within the school or phase.
- Take a lead role in staff appraisal.
- Ensure every individual child has access to high quality teaching and learning.
- 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.

7. Lead in the community through collaboration

- Maintain rich partnerships with families and the community to build a learning community that strives for personal growth.
- Promote positive strategies for challenging racial and other prejudice.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies to ensure pupil and community needs are met.
- Establish good relationships, encourage good working practices and support and lead teachers, promoting a culture of teamwork, in which views of all members of the academy community are valued and taken into account.
- Develop the academy's extended school provision - cultural capital and employability offer.
- Actively support the diversity of the Academy's community and students.

8. 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 the academies and the Aspirations Academies Trust in a local and national context.
- Provide advisory support to other Aspirations Academies as required.

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The Principal will be expected to comply with any reasonable request from the CEO to undertake work of a similar level that is not specified in this job description. The Principal is expected to be courteous to colleagues and provide a welcoming environment to visitors. The Academy will endeavour 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.



Person Specification

Assessed by application (A)

Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
Qualified Teacher Status	A	
Evidence of continued professional leadership development	A	
NPQH		A
High levels of involvement in safeguarding with relevant in school or external qualifications or course attendance	A	
Professional Experience		
Experience at Headteacher or Deputy Headteacher level or equivalent		A
Evidence of a strong contribution and impact to raising standards in your current school	AR	
A proven track record of successful leadership and delivery of learning for all groups of pupils	AR	
Evidence of collaborative and inspirational leadership skills	AR	
Experience in the analysis of performance data for the purposes of target setting and evaluation		A
Experience of monitoring and improving the quality of teaching and learning	AR	
Proven experience of developing good working relationships with all stakeholders		A
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.	A	

Success with working with parents and the local community	A	
Personal Aptitudes, Qualities and Skills		
Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, inspection findings and statutory requirements		R
Have a thorough understanding of curriculum development	AR	
Proven ability to plan strategically to deliver a school's vision, ethos, priorities and targets		A
The ability to lead, influence and manage change	A	
High expectations and standards in relation to attitude, uniform, behaviour, respect, productivity, attainment and achievement.	AR	
A high-profile role model with a strong visible presence and a professional approach that demands excellence and earns the respect of the entire school and wider community.	AR	
Proven ability to create, build and retain effective staffing structures		AR
Outstanding communication skills, with a range of audiences and have a high level of written and spoken English	AR	
Excellent organizational skills and the ability to lead creative initiatives with clear and well communicated rationale	AR	
Willingness to be actively involved on the whole life of the academy	A	R
Well-developed interpersonal and communication skills	AR	
Proactive, innovative and versatile with a high level of drive, enthusiasm, resilience, reliability, integrity, and a sense of humour	AR	
Holds a valid UK driving licence	A	
Raising Aspirations		
An understanding and drive to ensure that the Aspirations Academy continually strives to improve results and to work to ensure that each and every child achieves their potential	R	
The ability to engender in each student self-worth, engagement in learning and a sense of purpose	R	

The ability to embed the three guiding Principles and 8 Conditions that make a difference into the culture of the Academy	R	
Leading Learning and Teaching		
Evidence of being an outstanding classroom practitioner	AR	
The ability to monitor and develop staff, evaluate performance, celebrate excellence and challenge poor performance	AR	
Have a clear understanding of what a good school looks like and the vision to strive to achieve further	AR	
Evidence of an understanding and desire to develop high levels of student engagement	R	
Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance	AR	
An Aspirations Academy		
Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies	R	
Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement	R	

Safer Recruitment Procedure

Aspirations and Ocean Academy Poole are committed to safeguarding and promoting the welfare of all children, young people and staff. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

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.

Visits

Visits to the academy prior to the application are encouraged where seniors' leaders will be happy to answer any questions you may have about the academy or the role. We are happy to try and accommodate specific dates for you if possible prior to the closing date. Please contact Jane Burry (Office Manager) jburry@ocean-aspirations.org or 01202 606888 to confirm an appointment.

Interview

Those shortlisted will then take part in an interview 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.

If you would like to discuss any aspects of the role, please contact David Herbert Regional CEO davidherbert@aspirationsacademies.org

How to apply

Please follow the link to complete the online application form outlining your vision for the provision of outstanding education at Ocean Academy and how you best meet the person specification.

Aspirations Academies Trust

Having the ability to dream about the future while being inspired in the present to reach those dreams.

The Aspirations Academies Trust is a successful and rapidly growing sponsor of primary, secondary and 'all through' academies (3-18 years) in England and is 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 Trust is now in its tenth year of operation and by September 2021 we operate 16 academies in four distinct regions: South Central, South West, South Coast and London.

The drivers for change are encompassed in the Guiding Principles of **Self Worth, Engagement and Purpose**. Our children need to be engaged in their learning, understand the purpose and subsequently have a high level of self-worth that will bring resilience throughout their school life and beyond.

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 to apply and repurpose knowledge in order to thrive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened and purposeful. We value ingenuity, creativity and risk-taking so that development in core and transdisciplinary 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.

