



# Principal candidate information

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# Letter from the chairman

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As the chairman of Ormiston Academies Trust (OAT), I would like to extend a very warm welcome to you. Thank you for the interest you have shown in the position of principal at **Ormiston Sudbury Academy**. I hope this information pack will be helpful to you and convey exactly what we are looking for – an exceptional leader who shares our vision and is fully committed to excellence in all aspects of the curriculum, teaching and learning and pastoral care for the benefit of all our students and their families.

**Ormiston Sudbury Academy** is based in the market town of Sudbury, which is in the southwest of Suffolk, near the Essex border. It has been part of OAT for over 10 years, joining the trust in September 2012. The school is an 11-18 co-educational academy with just over 700 students. The number of students who are eligible for pupil premium funding is slightly above the national average. Students' ability on entry is historically lower than the national average and the attainment and progress remains a key improvement priority for the school moving forwards.

**Ormiston Sudbury Academy** has a reputation as a caring, community school where students thrive. Through the academy core values of “**Being Exceptional, Respect, Integrity, Pride and Resilience**” there is an unwavering commitment to support the education, care and development of every individual student through their time at the academy. They achieve this by treating every student as an individual, forging strong and positive relationships and supporting everyone to achieve their personal best in all that they do. The academy works in close partnership with the trust in terms of its own school improvement journey, whilst also actively collaborating with other OAT academies on a range of regional and national projects and initiatives to improve outcomes and life chances for its students and developing teachers and future teachers through The OAKS (school-centred initial teacher training). All students have access to a wide range of extracurricular activities with each one being actively encouraged to get involved to fulfill their passions and talents.

The current principal has led the school superbly for over 10 years, achieving and maintaining an Ofsted good judgement throughout this time and recently securing a funding commitment for a complete new build project. Her decision to retire means that this is the perfect opportunity and time for a new principal to join **Ormiston Sudbury Academy** and build upon these solid foundations.

I hope you enjoy reading about **Ormiston Sudbury Academy** and if you feel that you can deliver what we are looking for, please submit your application by **1pm on Thursday 2 February 2023**. We encourage you to contact Richard Dolding, education director, for an informal discussion about the role, or visit the OAT careers website. You can find full details in “how to apply” on page 13 of this document.

**Dr Paul Hann OBE, Chairman, Ormiston Academies Trust**

# Welcome from our students

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We would like to welcome you to [Ormiston Sudbury Academy](#).

We are immensely proud to attend our school and feel privileged to have such supportive staff that always go above and beyond to ensure that we can achieve our absolute best and find our talent. Our academy values of “[Being Exceptional, Respect, Integrity, Pride and Resilience](#)” reflect how students, staff and families work together and the ambition our school has for every student to be successful.

These values are important to us because they represent all the things that make our school special; Our teachers encourage us to be exceptional, to excel and shine at everything we do. Our academy community is diverse, and we pride ourselves on being inclusive and supportive of each other. Ofsted recognised this reporting that, “all pupils are known as individuals. Students agree, saying, we are all welcome and staff help no matter what.”

We value the wide range of opportunities that [Ormiston Sudbury Academy](#) offers every one of us, through our rigorous academic curriculum and extensive enrichment programme; in particular, our academy performances and shows are hugely popular and widely recognised as being exceptional. We also enjoy participating in leadership opportunities and community charity events. We really want our new principal to value these things too.

It is important to us that our new principal is a caring individual who is highly visible and takes an interest in every student; someone who has high expectations of what we can achieve and is proud to serve our community; someone who is really dedicated to our school and making it the best for us.

Thank you for your interest and good luck with your application, we look forward to meeting you!

## Background

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**Ormiston Sudbury Academy** is located to the north of the market town of Sudbury, which is at the heart of East Anglia, in the south west of Suffolk. It sits on the river Stour and is near the Essex border, only 60 miles from London. The town dates back to Saxon times and has a heritage in the weaving and silk industries, the wealth of which funded much of the stunning period architecture in the town.

The school has recently been included in the next round of the school rebuild programme and we are currently working through the feasibility stage alongside the OAT estates team to deliver a state-of-the-art learning environment for our community.

**Ormiston Sudbury Academy** joined OAT in September 2012 and is a well-established member of the trust with the OAT values firmly embedded across all aspects of the school.

## Our ethos

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At **Ormiston Sudbury Academy** we are determined to ensure our students, regardless of their background, achieve their personal best in a safe, secure and caring yet challenging learning environment. We want them to leave us as happy, confident, articulate and aspirational young people, fully equipped for life and work and to fulfil our motto of: **Consistently Exceptional**.

We have high expectations for our students and strive to create an environment in which everyone is supported and challenged to achieve their full potential, both inside and outside the classroom.

Our dedicated and enthusiastic staff are committed to providing every young person with the very best opportunities, an education of the highest possible standard and to promote our values:

- **Being Exceptional:** excelling and shining at everything we do, being confident, articulate and believing
- **Respect:** treating everyone equally regardless of difference and valuing individuality to promote good attitudes to learning through positive behaviour
- **Integrity:** acting in a frank and honest manner at all times
- **Pride:** taking pride in ourselves and our academy
- **Resilience:** accepting challenges by harnessing our energy into positive outcomes

At the very heart of our academy, our ethos is one that supports the education, care and development of every individual student through their time at **Ormiston Sudbury Academy** to be equipped with academic, social and practical skills in order to ultimately be happy, successful and to significantly contribute to the community.

## Our curriculum

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Our core curriculum vision, aligned with our academy ethos, is at the heart of teaching and learning at **Ormiston Sudbury Academy**. Together they determine what we teach, how we teach it and the opportunities we provide to ensure a broad and balanced education for every student.

We provide a challenging and knowledge-rich curriculum which develops mastery of content and skills through careful sequencing. New and increasingly more challenging content is delivered progressively and reflects both the needs of the local and wider community. Our high expectations and aspirations for achievement and behaviour have a clear focus on ensuring that our students are prepared for success in careers and life.

Our vision is for every student to achieve their very best at our academy because the breadth and depth of study at Key Stage 3 goes beyond the national curriculum and cultural capital is woven into enriching lessons and experiences every day.

Our approach has equality, diversity, and inclusion at its centre, ensuring that students at the academy can access the curriculum and overcome barriers to learning. The academy curriculum encompasses a wide range of curriculum and enrichment opportunities which promote creativity, health, wellbeing and social action. External speakers, trips and residential allow students to experience the best of what has been thought and said.

## Our sponsor

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**ACHIEVING MORE TOGETHER**

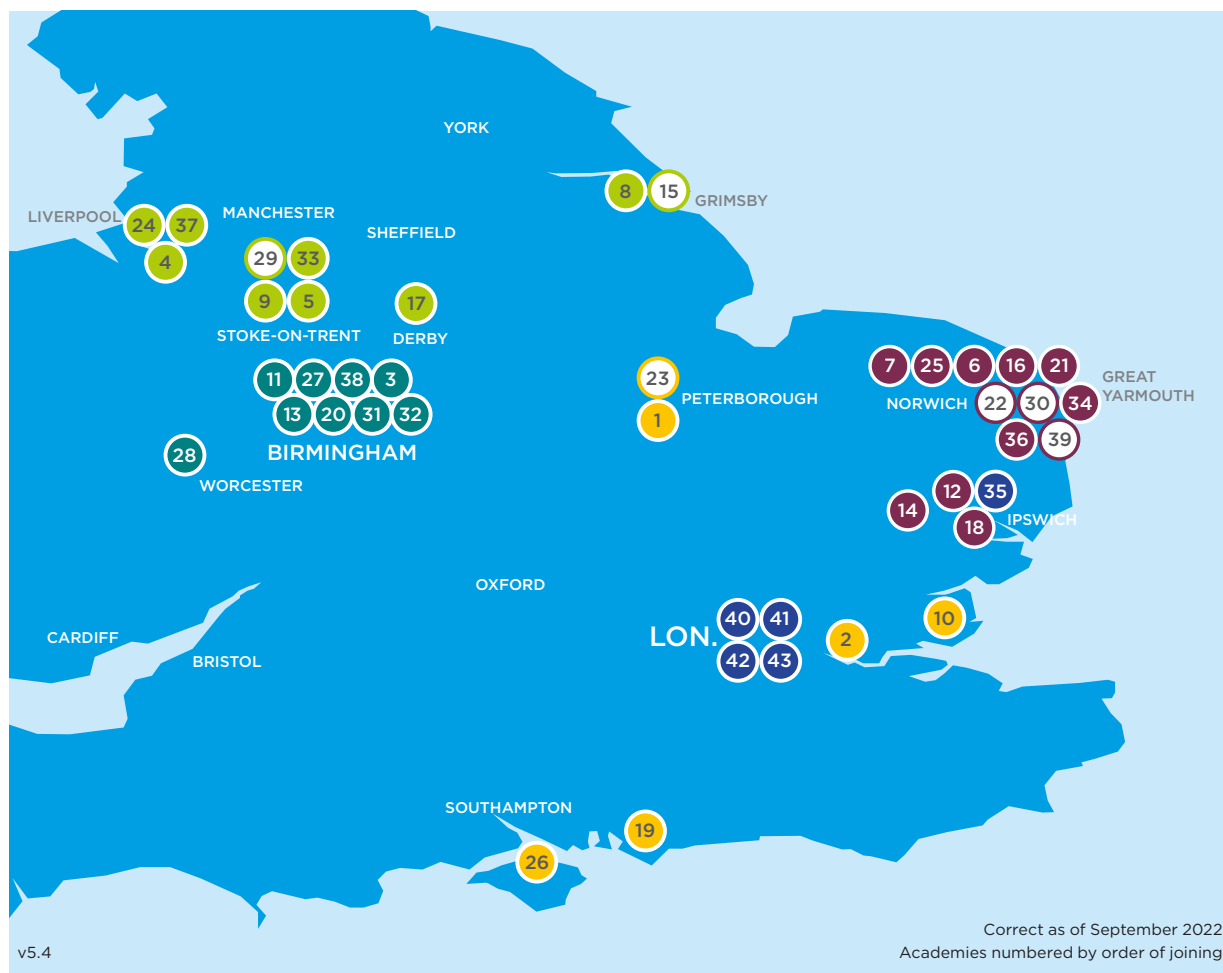
Ormiston Academies Trust (OAT) is a leading, not-for-profit, multi-academy trust which has been sponsoring primary and secondary academies across the country since 2009, and which champions the academic achievement and all-round development of the young people it serves. OAT's vision is to provide pupils with access to the highest academic, social and practical skills required to achieve their full potential. Working across the country in over 40 academies, OAT's sole purpose is to provide OAT pupils with excellent learning opportunities, both inside and outside the classroom. It has always tackled the toughest challenges in education and is now moving to the next level, so that even more children and young people can benefit from the high-quality education within the network. OAT has a central office in Birmingham and works closely with its academies throughout England, clustered into north, east, west, south and alternative provision/special regions. There is also an additional office in Wolverhampton situated at Ormiston NEW Academy. The senior team has a proven track record of designing and executing high-quality education at national, regional and institutional levels. This team is overseen by a board with a wealth of national experience and expertise in business and education policymaking, delivery, governance and finance.

Strong and aspirational leadership is central to our academies' success, and OAT has always developed new leaders from within, with nearly a third of OAT academy leaders being home-grown. Additionally, to enhance the strength of our own talent, we recruit high-quality, external academy leaders with experience of raising aspirations, and ensuring the highest standards of performance and behaviour. OAT is also proud to have several academy leaders nationally recognised for their excellence, including national leaders in education. Achievement is always locally led but regionally and nationally governed, encouraged and supported, and the OAT approach seeks to combine a highly specialised hub with inspirational regional and institutional leadership. Individual academy leaders are trusted to make decisions based on their expertise and knowledge of their school. The small and expert central team works closely with academy principals and local governing bodies directly through a wide network of regional and local advisors.

OAT has a strong commitment to the continuing professional development (CPD) of all staff, including our principals. Our comprehensive regional and national CPD offer is designed to develop and retain talented staff in our schools. We run many CPD development networks, specialist training, briefings, meetings and forums/events at all levels to share information and best practice. Our CPD programme is built around emerging needs, subject specific content and leadership development, with all programmes involving explicit discussion, reflection and research. National training is available at all levels with the opportunity for principals to complete the NPQH and NPQEL programmes, as well as being involved in regional and trust wide school improvement projects. The trust recognises the importance of training and investing in our own teachers and offers the Initial Teacher Training (ITT) programme through The OAKS (Ormiston Sudbury Academy being the Suffolk regional hub) and fully supports the early career framework, through its hubs. OAT is one of the leading academy sponsors in the country and is playing an increasingly significant role in the development and delivery of the education strategy nationally. With the school's academy status, successful applicants will be able to contribute to the further development of the network, as well as leadership of their own academy.

OAT is part of **Ormiston Trust**, a national charity formed in 1969 to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives. To find out more about OAT, please visit the website at [www.ormistonacademiestrust.co.uk](http://www.ormistonacademiestrust.co.uk).

# Ormiston Academies Trust network



## NORTH

- 1 Ormiston Bolingbroke Academy
- 24 Ormiston Chadwick Academy
- 9 Ormiston Horizon Academy
- 17 Ormiston Ilkeston Enterprise Academy
- 6 Ormiston Maritime Academy
- 33 Ormiston Meridian Academy
- 37 Sandymoor Ormiston Academy
- 5 Ormiston Sir Stanley Matthews Academy

## WEST

- 38 Brownhills Ormiston Academy
- 13 Ormiston Forge Academy
- 11 George Salter Academy
- 32 Ormiston NEW Academy
- 3 Ormiston Sandwell Community Academy
- 27 Ormiston Sheffield Community Academy
- 31 Ormiston SWB Academy
- 28 Tenbury High Ormiston Academy
- 20 Wodensborough Ormiston Academy

## EAST

- 36 Broadland High Ormiston Academy
- 25 City of Norwich School, An Ormiston Academy
- 21 Cliff Park Ormiston Academy
- 16 Ormiston Denes Academy
- 12 Ormiston Endeavour Academy
- 34 Flegg High Ormiston Academy
- 18 Stoke High School - Ormiston Academy
- 14 Ormiston Sudbury Academy
- 6 Ormiston Venture Academy
- 7 Ormiston Victory Academy

## SOUTH

- 1 Ormiston Bushfield Academy
- 24 Cowes Enterprise College, An Ormiston Academy
- 2 Ormiston Park Academy
- 10 Ormiston Rivers Academy
- 19 Ormiston Six Villages Academy

## ALTERNATIVE PROVISION AND SPECIAL

- 40 Ormiston Beachcroft Academy
- 41 Ormiston Bridge Academy
- 42 Ormiston Courtyard Academy
- 43 Ormiston Latimer Academy
- 35 Thomas Wolsey Ormiston Academy

## PRIMARY

- 39 Ormiston Cliff Park Primary Academy
- 30 Edward Worlledge Ormiston Academy
- 22 Ormiston Herman Academy
- 23 Ormiston Meadows Academy
- 29 Packmoor Ormiston Academy
- 15 Ormiston South Parade Academy



# Job description

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**Job title:** Principal

**Reporting to:** Education director

**Disclosure level:** Enhanced DBS (Disclosure Barring Service)

## Core purpose

The overall purpose of the role is to develop and sustain exceptional educational provision, which will transform the educational and future life opportunities of all pupils.

Strategic direction and development of the academy.

- Establish a culture that promotes excellence, equality, high expectations and aspirations for all students.
- Work alongside the local governing body and OAT executive in implementing OAT and the academy procedures and policies.
- Ensure that the management, finance, organisation and administration of the academy, support its vision and aims.
- Ensure the commitment of parents and the wider community to the vision and direction of the academy.
- Continue to develop effective relationships with other academies in OAT.
- Create and implement a strategic plan, underpinned by sound financial planning, which identifies the priorities, actions and targets that will guide the academy on its journey to “exceptional” in all areas.
- Monitor, evaluate and review the impact of the academy’s policies, priorities and targets to drive continuous improvement.
- Present accurate accounts of the academy’s performance that are appropriate for a range of audiences including parents, governors, OAT and Ofsted.
- Ensure a commitment to safeguarding and promoting the welfare of children and young people.

## Main tasks

Safeguarding

- Ensure the academy operates in line with OAT safeguarding policies and procedures and that staff are updated to changes in line with legislative framework.
- Working closely with the designated safeguarding lead, promote a culture in which child protection and safeguarding are of central importance to all operations and decisions and all staff understand that safeguarding is everyone’s responsibility.

The quality of the curriculum, teaching and learning

- Ensure that outstanding teaching and learning is the primary objective for all staff.
- Monitor and evaluate the quality of the curriculum, the quality of teaching and standards of learning as well as the achievement of all students, including those supported through enhanced resources, to set and meet ambitious targets for improvement.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Develop a knowledge rich curriculum that promotes outstanding literacy and numeracy skills while ensuring that the needs, interests and aspirations of individual students are addressed.
- Ensure that effective, appropriate pastoral support is available to students to meet needs.

- Ensure that the academy complies with the statutory requirements that promote equal opportunities for all.
- Build upon the effective partnership with parents to support and improve students' achievement.
- Ensure appropriate enrichment opportunities are provided and given a high priority.

#### Leading and managing staff

- Lead, motivate, support, challenge and develop staff to secure improvement.
- Maximise the contribution of staff to improve the quality of education provided.
- Develop effective and transformational leadership and management across the academy.
- Implement "best practice" OAT performance management processes.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

#### Efficient and effective deployment of staff and resources

- Work with OAT, governors and senior colleagues to recruit staff of the highest quality available.
- Advise the governing body on the adoption of effective procedures to deal with the competence and capability of staff.
- Agree and set appropriate priorities for expenditure with the governing body to enable the academy to secure its objectives.
- Manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, quantity and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

## Variation in role

In order to provide development opportunities and to match individual remits to areas of strength, there will be adjustments to the exact remit for all members of the leadership team on an annual basis. The duties specified above are therefore neither exclusive nor exhaustive and may change over time.

## Equality, diversity and inclusion

The academy is committed to equality and diversity for all members of staff. The academy will take action to discharge this responsibility, but many of the actions rely on individual staff members embracing their responsibilities with commitment and ensuring a positive and collaborative approach to equality and diversity. This requires all staff to support initiatives on equality and diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the academy, with an all-inclusive approach that celebrates differences.

*Ormiston Sudbury Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

# Person specification

Qualities and attributes

Essential

Desirable

## Knowledge and qualifications

|   |   |   |
|---|---|---|
| Graduate with Qualified Teacher Status who has worked extensively with secondary age students.  | ✓ |   |
| Has achieved, is working towards or is committed to working towards NPQH.   |   | ✓ |
| Has undertaken sustained professional development, especially in leadership and management.   | ✓ |   |
| Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education. | ✓ |   |
| Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives.                      | ✓ |   |

## Experience

|  |   |   |
|--|---|---|
| Experience of senior management at principal, vice principal or similar level.   | ✓ |   |
| An excellent teacher in at least one key stage of the secondary age range.   | ✓ |   |
| A proven track record of securing improvement in the quality of teaching and learning.   | ✓ |   |
| A proven track record of raising achievement across the secondary age.   | ✓ |   |
| Experience of using all relevant data to drive academy improvement.  | ✓ |   |
| Has worked successfully with governors and parents to raise achievement.   | ✓ |   |
| Has experience of Ofsted including post inspection planning.   | ✓ |   |
| Has experience of working effectively with students with a wide ability range including gifted and talented and SEND children. |   | ✓ |
| Experience and understanding of safeguarding legislation and statutory duties.   | ✓ |   |
| Has experience of the British Values Agenda and Prevent Training.  | ✓ |   |

## Skills

|   |   |  |
|---|---|--|
| Excellent management, motivational and communication skills that inspire high ambition throughout the academy                   | ✓ |  |
| Ability to secure effective leadership at all levels in the academy and to lead on staff development and performance management | ✓ |  |
| A highly effective teacher whose practice inspires and develops others.   | ✓ |  |
| Personal skills to establish excellent working relationships with all members of the academy and wider community                | ✓ |  |

|   |   |  |
|---|---|--|
| Ability to devise and implement high quality improvement plans  | ✓ |  |
| Ability to effectively manage budgets, facilities and resources | ✓ |  |

## Personal characteristics

|   |   |  |
|---|---|--|
| Conviction that all students can succeed and a commitment to securing the highest achievement for all.            | ✓ |  |
| The personality to engage and enthuse staff, students and parents.  | ✓ |  |
| Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work. | ✓ |  |
| Be personally committed to the development and welfare of every member of staff.                                  | ✓ |  |
| A commitment to the safety and safeguarding of students.  | ✓ |  |
| Show total commitment to the academy's wider community.   | ✓ |  |

## How to apply

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**Location:** Sudbury, Suffolk

**Reporting to:** Education director

**Start date:** September 2023

**Closing date for applications:** 1pm, Thursday 2 February 2023

**Interview date(s):** Tuesday 7 and Wednesday 8 February 2023

**Salary:** OAT SG 5 £79,948 - £92,596 dependent on skills and experience.

**Other benefits:** Membership of TPS, 42 days annual leave + statutory holidays, family private health insurance and excellent CPD opportunities.

Discussions about the role and the academy are strongly encouraged with the education director, [Richard Dolding](#).

Please contact Richard directly by email [richard.dolding@ormistonacademies.co.uk](mailto:richard.dolding@ormistonacademies.co.uk). Applicants can also arrange a tour of the academy by contacting Jackie Warren (the principal's PA) by email [jwarren@ormistonsudbury.co.uk](mailto:jwarren@ormistonsudbury.co.uk) or by phone on 01787 375131.

Please submit your application through the OAT careers page.

Your letter of application/supporting statement should be included within the electronic form at the section entitled "cover letter/personal statement". Please ensure that you address the selection criteria detailed in the person specification earlier in this pack.



Ormiston Sudbury Academy  
Tudor Rd, Sudbury  
CO10 1NW

**Tel:** 01787 375131

**Website:** [www.ormistonsudburyacademy.co.uk](http://www.ormistonsudburyacademy.co.uk)

**Email:** [principal@ormistonsudbury.co.uk](mailto:principal@ormistonsudbury.co.uk)

**[OAT]**  
Ormiston Academies Trust  
**AN OAT ACADEMY**