



**SPENCER**  
ACADEMIES TRUST

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# Spencer Academies Trust

## *Candidate Information Pack*

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ASPIRATION | PARTNERSHIP | RESPONSIBILITY



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## Chief Executive

Thank you for your interest in this leadership role with Spencer Academies Trust (SAT). SAT is an educational charity, multi-academy trust and sponsor of academies. We have around 16,000 children and young people in our academies and employ more than 2,000 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.

We currently have 18 primary academies, 8 secondary academies and one primary-aged special school in our family of schools. All of our schools share our values and beliefs and benefit from the collaboration and added value that being a member of our Trust offers.

Portland Spencer Academy is a two-form primary academy for children aged 3-11 who live in Nottingham City. It is a well-respected academy that provides a high-quality education alongside a nurturing approach. Many staff are involved with work across the Spencer Academies Trust and associated Teaching School and Derby Research School.

The position of principal presents an exciting opportunity for an innovative leader to join our Trust as we enter a further phase of growth and influence. You will have the support of both the Trust Executive Team and central support services, together with the benefit of working alongside other principals.

Spencer schools share an ambition to deliver outcomes that compete with the very highest performing schools in the country and deliver a curriculum for children 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:

- have a strong track-record of success in their current role within a UK primary school
- be a strategic thinker who can design and implement school improvement systems
- be able to solve problems in a creative, resourceful and pragmatic way
- be excited by the challenge of the unknown with the resilience to respond to the unexpected and a flexibility to be hands-on
- ensure the delivery of an ambitious high-quality curriculum that meets the needs of all children, including vulnerable learners.
- be an outstanding and reflective practitioner who has teaching and learning at the heart of everything they do and can holistically lead the school
- effectively model leadership behaviours to lead a cohesive team in which morale is high
- innovate within and beyond the curriculum to address social disadvantage and fully meet the needs of pupils with special education needs
- be able to easily convey their passion that absolutely every child can succeed and promote an environment in which this happens
- maintain the quality of care for the whole child that characterises all of our Trust schools
- enjoy the opportunity to work collaboratively with a supportive Trust and other inspirational principals

If you feel you can meet the challenge and be part of a successful and dynamic Trust, effectively leading Portland Spencer Academy, 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	Good, April 2023
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	Likely to be judged outstanding when next inspected, July 2023
Heanor Gate Spencer Academy	S	2014	Outstanding, May 2023
Long Field Spencer Academy	S	2015	Good, May 2023
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	Good, 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	Good, June 2023
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	2021	Not yet subject to inspection
Millside Spencer Academy	P	2022	Not yet subject to inspection



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## 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 Portland Spencer Academy

Portland Spencer Academy is a thriving, two-form primary school located in Bilborough, a suburb of Nottingham City. It has been part of the Spencer Academies Trust since February 2013 and has been subject to rapid and sustained improvement over recent years.

The school serves a diverse and ever-evolving community with the school team working closely with all families to ensure positive relationships underpin the work of the academy. Strategically, the school is driven by an 'ASPIRE' ethos whereby high expectations of teaching and learning as well as high ambitions for learners are at the centre of all decision making. The child-centred approach permeates throughout the school's rich and broad curriculum, whereby children develop a thirst for learning, relish the opportunity to be challenged and want come to school each day to develop further.

The well-established and highly-dedicated team are passionate and relentless in their pursuit of excellence for every child. They are experts in nurturing young minds and are committed to delivering the very best for Portland children. The culture of 'ASPIRE', which forms the foundations of the school's values, is well-established and radiates throughout the school. Alongside this, the school has worked tirelessly to develop a range of strong systems that are embedded to enable a sustained approach to achieving a high quality of education.

The school site is utilised to support academic and emotional provision, this includes a large forest school area, specialist areas to support SEND needs, cooking facilities and a range of modern outdoor areas that can be accessed by all children from nursery to year 6. There are also dedicated nurture spaces, including a beach room, a purpose built sensory room and counselling spaces.

The school's 'Connected Curriculum' is robustly backed by research and evidence as well as being well-sequenced, coherently planned and built

to enable children to see learning come to life. The curriculum allows children's knowledge and experiences to build cumulatively so that each lesson empowers them to be successful in their next lesson and beyond. Importantly, Portland's curriculum has also been built around opportunities to holistically develop each and every child with a strong focus on building cultural capital. All these features enable our children to gain the knowledge they need to be successful in the next stage of their education as well as being equipped for life.

Unsurprisingly, reading provides the spine to the curriculum and is seen as a keystone skill to unlocking a world of learning for our children. Pupils at Portland enjoy reading and developing children's love of reading has been a fundamental element of our whole school reading strategy, which is designed to ensure all children have the necessary skills to gain independence across the curriculum.

Our ed-tech strategy is also well developed, with 1:1 iPads being used across Key Stage 2 to enable children to make accelerated progress in core subjects as well as becoming digitally literate in a modern, technology-focused world. This practice also extends to Key Stage 1 and is particularly beneficial to our children with SEND who use technology to make use of scaffolds, challenge and personalised support that allows them to wholly access every part of our curriculum.

The standard of education within Portland Spencer Academy has been recently recognised by Ofsted as 'good' and a 'raising grade' school, with a graded inspection expected by January 2024. The school was also proud to be accredited with 'World Class Status' in July 2023.

## What we can offer:

We expect a lot of our principals, but we pride ourselves in 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 secondary, primary and special school colleagues which meets at least monthly. If appointed, you will be part of the primary family, which is a high performing group. We are a strong, supportive network for principals, which provides peer support and critical friendship. We meet monthly for our own professional development and to share best evidence-based practice, new ideas and challenges.

We invest heavily in support for professional development and opportunities for all staff through active participation in what The Spencer Academies Trust has to offer, which we believe to be amongst the broadest in the East Midlands, given the size and scope of our Trust. The Trust has a strong and visible commitment to CPD for staff at all levels, including its principals. It operates two Teaching Schools and a Research School of national repute, located in Derby, and co-leads the East Midlands West Maths Hub. This provides unrivalled opportunities to participate, and to lead, local and national programmes of excellence.

The combination of the principals' network and system leadership level CPD, provides strong support for both new and experienced school leaders with a strong emphasis on coaching.

The successful applicant will also enjoy my full support together with that of our Trust Executive team, 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 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:

[portlandspencer.com](http://portlandspencer.com)

and the Trust website:

[www.satrust.com](http://www.satrust.com)

We look forward to hearing from you: see "How to Apply" for details of visit opportunities.



**Angela O'Brien**, Primary Director of Education





## How to Apply

Thank you for your interest in this exciting opportunity to lead Portland Spencer Academy.

For more information, please refer to our website at:

[www.satrust.com](http://www.satrust.com)

To apply, please complete the online application form available at:

[www.satrust.com/vacancies](http://www.satrust.com/vacancies)

making sure you clearly evidence your achievements against the person specification.

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 have any questions regarding the role or would like an informal discussion please contact:

**Lisa Clark:**

**08455 651870**

**[lisaclark@satrust.com](mailto:lisaclark@satrust.com)**

### Closing date for applications:

Monday 27<sup>th</sup> November 2023

### Interviews:

Monday 4<sup>th</sup> and Tuesday 5<sup>th</sup> December 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
Salary	Competitive
Pension	Teachers' Pension Scheme
Hours	Full Time
Office Accommodation	The registered place of work will be: Portland Spencer Academy
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:	Portland Spencer Academy
Post Title:	Principal
Grade/Pay Range:	Negotiable for the right candidate
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 Portland 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
- effectively implement and embed 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 and serve as an inspirational leader, committed to the highest achievement in all areas of academy work
- line manage the Senior Leadership Team within 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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 Headteacher standards, the following responsibilities also apply:

### **Safeguarding children and Safer Recruitment**

- Ensure safeguarding through promoting the welfare of children and young people and following 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.**

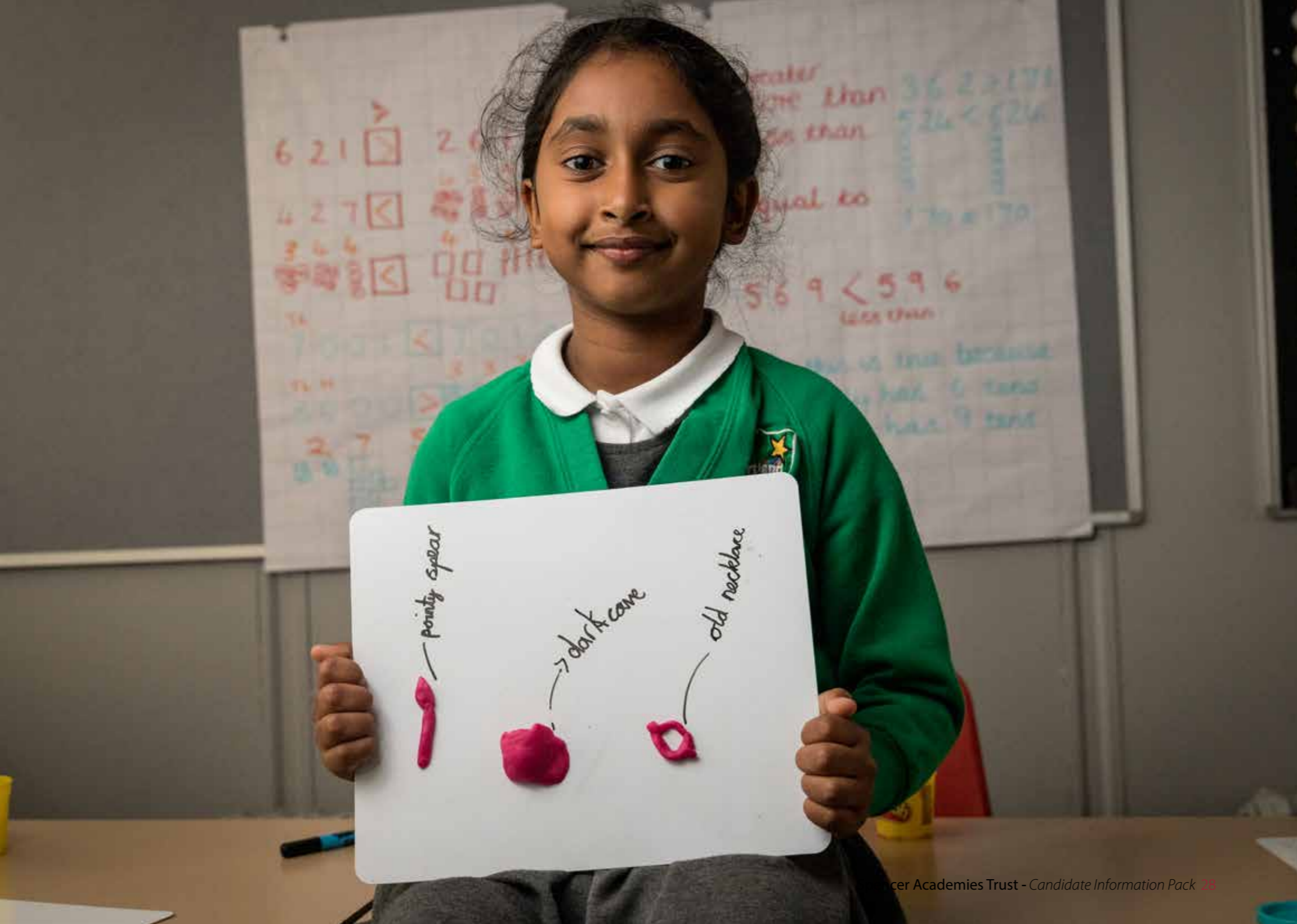
## Person Specification - Essential/Desirable

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 Primary 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
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, with knowledge of one's strengths and preferences and can relate to different personality types well.	•	
An inclusive mindset	•	
Self-motivated and resilient	•	
Willingness to learn	•	
Ability to work flexibly within a team and lead by example	•	
Uncompromisingly ambitious for students 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	•	






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ACADEMIES TRUST

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