



THE PRIORY
LEARNING TRUST

Recruitment Pack

Principal The King Alfred School - An Academy



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ABOUT OUR TRUST

The Priory Learning Trust (TPLT) is a Multi-Academy Trust (MAT) of primary and secondary schools in the South West of England. The Trust was established in August 2016 and currently comprises of three secondary schools, four primary schools and two early years settings. We are a cross-phase MAT with academies across the age range from nursery to sixth form.

	Academy	Age Range	Website
1.	Priory Community School Academy (includes Priory Pre-School)	11-16 years 2½-4 years	www.pcsa.org.uk
2.	Worle Community School Academy	11-16 years	www.worle-school.org.uk
3.	The King Alfred School Academy (includes Sixth Form Centre)	11-16 years 16-18 years	www.tkasa.org.uk
4.	Castle Batch Primary School Academy	4-11 years	www.castlebatch.n-somerset.sch.uk
5.	St Anne's Church Academy (dual site) (includes Little Learners Nursery)	4-11 years 2½-4 years	www.stanneschurchacademy.co.uk
6.	Pawlett Primary School Academy	4-11 years	www.pawlettprimaryschool.co.uk
7.	The Huntspills Primary Academies (dual site)	4-11 years	https://www.huntspillfederation.co.uk/

TPLT grew from an intent to bring the power of partnership and sharing to bear and provide a first-class education to a wide range of children, from all backgrounds.

At our heart is a passion to put 'Students First' and deliver exceptional education; beyond outstanding for every single child. We do this with a relentless drive for academic excellence, shared moral purpose and values combined with lots of fun and happiness. We believe that happy schools are also high-achieving, successful schools.

We strive for partnerships between students, families, staff and the wider community 'serving communities' to create exceptional student outcomes. We also 'cherish' our staff. We believe they are amazing and are passionate to empower them through support, training, and career opportunities. With such brilliant people all aiming for the same goals, we are able to ensure every student achieves all that they are capable of and more, regardless of their background.

As a Trust, we intend to wisely grow its family of schools. There will be measured growth as we must maintain outstanding outcomes. Growth, therefore, will be intentionally designed. TPLT will extend business services to support great teaching and learning. All our academies will deliver a 'world class' modular curriculum that is relevant, dynamic, forward looking and balanced.

TPLT is also a successful Training School Alliance. This has been a great foundation on which to build for excellence. We know that this key focus on staff development will deliver exciting and effective learning to our children and young people.

Trust dimensions at September 2021:

Students on Roll: circa 5000

No. of Staff: circa 780

Annual Budget: circa £28 million



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LETTER FROM CHAIR OF THE ACADEMY COUNCIL



Dear Candidate,

The King Alfred School an Academy is a thriving coeducational secondary Academy and sixth form located in Highbridge, Somerset, England. The Academy currently has 1326 students on Roll with 200 of those in the sixth form. The school became an Academy in October of 2018 when it joined The Priory Learning Trust. The Academy serves the communities of Brent Knoll, Highbridge, Burnham-on-Sea and the surrounding villages. Since the Ofsted report of April 2017 which rated the school as inadequate overall, the Academy has undergone a period of rapid and significant improvement and now finds itself looking forward to the next inspection which will undoubtedly reflect this change.

Since then, along with becoming an Academy the school has developed and improved in all aspects of its work. It has achieved significant improvements in outcomes for students, has seen numerous positive changes to leadership at all levels and secured appropriate and strong staffing in all areas. This has led to dramatically increased student numbers (particularly in the 6th Form). The school has also benefited from considerable and much needed investment in its facilities and the school environment is now excellent with outstanding specialist facilities.

Overall, however TKASA has become a school at the heart of the community. A culture of tolerance, respect and positivity has clearly been established and welcomed by the student body and local community. Parents and local partners fully engage with the school and it has become a caring and inspirational Academy. Team TKASA is a phrase that is regularly used by staff and students alike. Inclusivity is central to this and an approach that constantly strives to meet the needs of the individual is prevalent, offering students a broad, ambitious and knowledge rich curriculum which results in students studying a more varied diet with increased levels of challenge and learning cycles focused on building subject specialisms.

TKASA really has become a school that embodies The Priory Learning Trust approach of Students First, Cherishing Staff and Serving Communities. If becoming a Principal at our school appeals to you please do get in touch to find out more and we look forward to receiving your application.

John Bowman

Chair of the Academy Council.

JOB ADVERT

Principal at The King Alfred School – An Academy

Hours: Full Time

Grade/Salary: Trust Leadership Grade L27 – L33

Contract Type: Permanent

We are looking to recruit a principal to join The Priory Learning Trust (TPLT) and lead The King Alfred School An Academy (TKASA). We need an exceptional leader with the ability, passion and enthusiasm to develop, promote and support the vision and direction of the school enabling it to build success through high quality education for all. They will lead and manage the school on a day-to-day basis; alongside the leadership team and be the first point of contact for all stakeholders and external agencies.

The Principal will be an ambassador for TKASA and TPLT and continue to raise their profile in the wider locality, promoting our inclusive approach where students come first, staff are valued and cherished and our community is at the heart of our school. The principal will work closely with families, with the community and with other agencies to provide for the needs of all the children in our community. The post holder will be in regular contact with the Central Team of TPLT along with the Chair of the Academy Council, who will support them to ensure that the organisation reflects and promotes the ethos and values set by the Board of Trustees and the Academy Council.

To be considered for this role you should have:

- A deep commitment to the education, safeguarding and well-being of children and young people;
- Education to degree level and QTS;
- Extensive experience working as a Headteacher or as part of a leadership team;
- Proven ability to generate and deliver collective vision and shared purpose, including building teams, managing change and delivering results;
- Excellent communication and organisational skills.

This is an exciting opportunity for an inspirational leader to work within our growing Trust and lead this great school in the next part of their exciting journey. For further information, please see our Trust website <https://theplt.org.uk>.

For an informal discussion and to arrange a visit to look around the school please contact Nathan Jenkins on 07543971951.

HOW TO APPLY

Online applications should be completed through our website and submitted with a covering letter (no more than two sides of A4) addressed to Nathan Jenkins, Head of School Improvement, outlining your expertise and suitability for this role. Once completed, application forms and covering letters should be emailed to our recruitment team or submitted through our online recruitment portal.

Closing date: 26th September 2021

Interview dates: week commencing 4th October 2021

Email: recruitment@theplt.org.uk

Website: www.theplt.org.uk

"The Priory Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

All paid positions which involve working regularly within academies are exempt from the Rehabilitation of Offenders Act 1974. In applying for this role, you must declare all convictions (including convictions with Absolute Discharge), cautions or bind-overs you may have, even if they would otherwise be regarded as 'Spent' under this Act and where applicable any disqualifications under the Childcare Act. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service filtering guide.

Offers of employment will be subject to satisfactory pre-employment checks, to include DBS clearance.



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JOB DESCRIPTION

Role: Principal

School: The King Alfred School An Academy

Line Manager: Head of School Improvement/Chair of Academy Council

Grade/Salary: L27-L33

Main Purpose of the Role

The Principal will:

The Principal will promote and support the vision and direction of the school by providing the day-to-day leadership that will enable it to build success and provide high quality education for its students.

Leadership and management of the school on a day-to-day basis, will manage the Leadership Team of the school and is the first point of contact for all stakeholders and external agencies in matters relating to the school. An ambassador for the school and will promote and raise its profile in the wider community. Promoting the vision of a happy school community where students come first, and all staff are valued and cherished.

Overall strategic responsibility for The King Alfred School An Academy (TKASA) - leading the development of TKASA's strategic plan, translating planning into positive action and results, with coaching and support from the Head of School Improvement and within the strategic direction of the Trust.

Key responsibilities:

The Principal will continue to raise standards of achievement, be responsible for all day-to-day management of the students, staff, adult users, resources and buildings so as to promote and secure the achievement and well-being of all students and adults within the school.

The Principal will work with the School Leadership Team and Academy Council to provide an environment in which all staff and students are enabled to achieve success and to build towards achieving their potential. In order that this is achieved the Principal will have a key part in ensuring the effective management of students behaviour by actively supporting staff and parents in promoting good behaviour in all students and ensuring that all students and adults are enabled to succeed in a happy school without hindrance or disruption.

The Principal will be responsible on a day-to-day basis for the internal organisation, management and control of the school. In carrying out his/her duties the Principal will consult and liaise with and work in partnership with the Head of School Improvement. The Principal will consult, as appropriate with the Academy Council, the staff of the school, the students, and the parents and carers of its students.

Staff are the major resource in achieving the school's success. The Principal therefore has the major role of effectively managing, encouraging, developing, and supporting staff whilst actively and visibly demonstrating their responsibility towards them. The Principal will be closely involved with the Head of School Improvement in recruiting, retaining, and deploying staff appropriately so that the goals and targets for the school can be achieved.

Vision, direction, and development:

The Principal will:

- Develop and share the vision and direction of the school
- Develop both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholder
- Work with the Leadership Team, staff, and Academy Council to translate the development plans into action plans that identify clear achievable targets and outcomes
- Work with the Leadership Team, staff, and Academy Council to rigorously evaluate progress towards



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targets and outcomes

- Ensure that all school policies are regularly reviewed and updated, and that staff and Academy Council are involved in this process
- Advise and support staff and Academy Council in policy development and implementation

Teaching and learning and 'Students First':

The Principal will:

- Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social, and emotional needs of all students at TKASA
- Ensure that the school actively works towards securing the "STUDENTS FIRST" agenda for all students and developing students as successful learners, confident individuals, and responsible citizens
- Ensure that statutory requirements for the curriculum are met and that all students are enabled to access a broad, balanced, and relevant curriculum
- Ensure that the curriculum and pastoral care of the school is appropriate to the students differing experiences, interests, aptitudes, and backgrounds
- Give priority to developing high quality teaching and learning across the school
- Ensure that a quality assurance system for monitoring and developing the quality of teaching and learning is in place
- Ensure that there is an effective system for assessing, recording, and reporting of student progress
- Encourage new developments in the curriculum and capitalise on local and national initiatives
- Develop and implement effective policies for ensuring that students behaviour is appropriate and supportive to their own learning and the learning of others
- Implement and keep under review a fair and effective school discipline policy which protects the rights of all users to a safe and harmonious learning/working environment

Leading and Managing Staff:

The Principal will:

- Liaise with the Head of School Improvement and Academy Council in the recruitment and selection of teaching and support staff
- Effectively manage the day-to-day deployment and performance of all staff
- Manage the formal appraisal of staff
- Support the Head of School Improvement and academy council in creating and maintaining good working relationships amongst all members of the school community
- Motivate and support staff by identifying and addressing areas for development and building on their strengths
- Promote the highest standards of courtesy and mutual respect amongst all members of the school community
- Ensure that all staff carry out their professional duties in accordance with their job description and with national guidance and regulations
- Encourage and model initiative, teamwork and working in partnership
- Develop and strengthen leadership across the school
- Ensure safeguarding is effective in accordance with Keeping Children Safe in Education and fully understand responsibilities in relation to safeguarding and promoting the welfare of students

Efficient use of resources:

The Principal will:

- Work with the Academy Council to agree and use the school budgets to deliver a quality education and to meet the objectives of the school development plans
- Manage and balance the agreed budget on a day-to-day basis ensuring effective administration and control and value for money
- Monitor the budget and make appropriate adjustments to spending patterns in accordance with all financial regulations and audit requirements
- Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements
- Ensure that all staff and students contribute towards building and maintaining a positive learning and working environment for all
- Support the Head of School Improvement and Chief Operating Officer in securing additional and sufficient resources for the school

Accountability:

The Principal will:

- Ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements
- Work closely with the Academy Council as appropriate and build and sustain a positive working relationship
- Provide information and support to the Academy Council and advice based on a well-grounded and practical knowledge of the school on a day-to-day basis
- Ensure that the school staff and Academy Council collect and receive and use performance data to support school improvement and raised levels of achievement
- Update the Academy Review and Improvement Plan and collect evidence to support judgments made in evaluating the school's success
- Give direction to the Leadership Team
- Keep parents informed about their students' attainment, progress and ensure their understanding in how they can contribute to supporting student learning

Partnership:

The Principal will:

- Work with the Head of School Improvement and TPLT Central Team to ensure TPLT strategy is implemented across the Academies
- Develop and encourage working partnerships with parents and carers
- Develop and encourage excellent relations between TKASA and the local community, including attendance at the Community Learning Partnership Burnham and Highbridge
- Develop and encourage mutually supportive working relationships with relevant agencies including Social Services and Health professionals
- Regularly attend meetings relevant to the role of Principal including SASH.
- Commit to self-development and own learning with continuous professional development, such as OFSTED inspection training and personal professional studies
- Read widely professionally
- Have an outward looking presence on Twitter/social media
- Attend national and local conferences, sharing knowledge with colleagues in the Academy

FURTHER INFORMATION

Pension	As an employer who supports the Teachers' Pension Scheme, the post holder will be automatically enrolled into the Pension Scheme. The Trust pays a contribution of salary into the Pension Scheme.
Confidentiality	Some of the work undertaken within the Trust is of a highly confidential nature. The post holder must at all times maintain confidentiality and work within the data protection parameters.
Annual Appraisal	All staff undergo an annual appraisal as part of performance management.
Safeguarding	The post holder is subject to the provisions of all child protection legislation, and all policies governing staff that work with children and vulnerable adults.

PERSON SPECIFICATION

Essential	Desirable
Formal Qualifications/Experience	
<ul style="list-style-type: none"> • Relevant good honours degree. • Qualified Teacher status. • Relevant experience of delivering strategic leadership in education, leading to demonstrable school improvement. • Experience of leading innovation and change management in a school – a successful innovator of school improvement that has impacted positively upon pupil outcomes, including for vulnerable pupils. • Excellent knowledge of Ofsted inspection requirements/expectations in respect of teaching, learning and assessment. • Have in-depth experience of whole school data analysis and target setting. • Significant experience of working with staff to promote behaviour for learning. • Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/or internationally. • In-depth knowledge and understanding of the wider educational agenda including currently national policies and education issues, as well as statutory and legal framework governing the operation of a Multi-Academy Trust. • Experience of leading staff through appraisal and performance management procedures. 	<ul style="list-style-type: none"> • Experience of continuing professional development including working toward or attainment of National Professional Qualification Headship. • Previous experience of headship. • Experience of teaching across the secondary age range. • Experience of a variety of educational settings.
Knowledge, understanding and skills	
<ul style="list-style-type: none"> • Knowledge of current initiatives in education especially in terms of curriculum and student progress leading to good outcomes. • Knowledge of current initiatives in education of raising standards and achievement. • Knowledge and evidence of successfully supporting SEND students with specific needs. • Ability to positively influence others. • Ability to motivate, lead and manage people to work both individually and in teams. • Ability to implement change and plan strategically. • Have high expectations and personal integrity with the ability to promote and deliver the values, culture, ethos and traditions of the school with a commitment to the provision of extra-curricular activities. 	

<ul style="list-style-type: none"> • Outstanding interpersonal and communication skills, with a range of audiences (including written, oral and presentation). • Understanding, analysis and interpretation of school performance data. • Excellent teaching skills across the secondary age range. • Effective problem solving and creative thinking skills. • Effective administrative and organisational skills. • Ability to identify and promote school improvement in creative and innovative ways. • Ability to contribute to a positive and supportive culture within the leadership team and the wider staff body. • Ability to prioritise and work flexibly and to tight deadlines. • Proficient in the use of IT. 	
Personal Qualities	
<ul style="list-style-type: none"> • Proactive, innovative and versatile with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals. • Passionate about personal success and happiness of students. • Able to relate empathetically to families, staff, students, Academy Council, stakeholders and the wider community. • Be a visible high profile role model with a professional approach that demands excellence, confidence, trust and respect of the school and wider community. • Passionate about high standards and achievement and excellence for all. • Passionate about quality teaching and learning. • Positive attitude to team building across the school and an all-round team player. • High levels of motivation and enthusiasm. • Sense of humour and ability to work under pressure whilst maintaining an appropriate work/life balance. • Relate well to students, staff and families about their individual needs. • Able to adapt to changing circumstances and view new ideas in a positive and creative manner. • Ability to deal with sensitive issues in a professional manner. • Has high standards of self and others. • Good common sense and pragmatism. • Have strong presence around the school site. • Positive attitude in contributing to working as part of The Priory Learning Trust. 	