

# Information Pack for College Principal Applicants

## Contents

1. Welcome and Introduction
2. Prospect Trust Background
3. The Prospect Trust – Academy Information and TPT Learners
4. College Management Structure
5. The Role of Principal within the Trust
6. Job Description and Person Specification
7. Recruitment and Application Process

---

## 1. Welcome and Introduction

Thank you for your interest in the post of Principal at The Sixth Form College Farnborough. This is a hugely important and exciting role at an exceptional educational institution and we are delighted that you are considering applying to join our team.

This rare opportunity has become available following the decision of the current Principal, Catherine Cole, to step down at the end of this academic year. Catherine was appointed as Principal in 2018 when her predecessor became the Founding CEO of The Prospect Trust, having held a number of leadership roles at the College over the previous 15 years.

The mission of the College drives all of its activities and its constant striving for excellence:

*"...to be a distinguished provider of the highest quality education, enriching the lives of all students within a lively, caring community and enabling all to develop the skills to meet the demands of a changing world with confidence."*

The College was judged as outstanding in all areas by Ofsted in September 2021: <https://files.ofsted.gov.uk/v1/file/50170941>, and has achieved an outstanding judgement in every Ofsted inspection it has had. Having grown steadily over the past decade, the College now has almost 4,000 students, most living within a 10-mile radius, enrolled on over 40 Level 3 courses. The College community continues to grow and a record number of applications have been received for September 2023.

In recent years, academic outcomes have been well above the national average in terms of attainment and progress. Alps value added measures put the College in the top 10% of providers nationally for both A level and vocational courses. Over the last three years, students have achieved a pass rate of 99.6% at A level, with over a third of these awarded at either A\* or A and 87.8% of courses graded A\* to C. For Level 3 vocational courses, the pass rate has been 99.7%, with 82.8% of students achieving higher grades.

Further performance information can be found on the College website and in its prospectus:

<https://farnborough.ac.uk/about-examresults>

[https://farnborough.ac.uk/App\\_Files/Upload/TheSixthFormCollegeFarnboroughProspectus2023.pdf](https://farnborough.ac.uk/App_Files/Upload/TheSixthFormCollegeFarnboroughProspectus2023.pdf)

The College is also committed to ensuring that its students develop in terms of character, confidence and the skills required for success in higher education, employment and a rapidly changing world. These transferable skills are developed by the Prospects Diploma, which helps students to identify, develop and log their employability skills and via the many opportunities that are offered to undertake work experience, volunteering and enrichment activities.

The College is also renowned for its commitment to providing the highest possible standard of pastoral care. A team of highly experienced tutors provide group/one-to-one support and students also have access to an on-site counselling service. The College benefits from excellent facilities and educational resources and works closely with seventeen partner secondary schools to ensure students enjoy a smooth transition to College.

The College was a founding member of The Prospect Trust and we are proud of its longstanding success. However, we are in no way complacent about any of the Trust's Academies and are seeking to appoint a Principal of the highest calibre who will be able to identify and deliver what is necessary to improve the College even further. The successful candidate will be an exceptional educationalist, with a proven and successful career in educational leadership and a thorough understanding of the post-16 phase of education. The person specification outlines the key skills that this pivotal role requires, but equally important is a shared vision for the future. All of our Academy leadership teams recognise that the Trust operates as one team and collaboratively support the successful delivery of the Trust's strategic priorities.

The Prospect Trust is a dynamic and ambitious multi-academy Trust on the Hampshire/Surrey border, providing outstanding education and support for almost 6,000 learners through its family of local academies. The Trust has a relentless desire to improve the educational outcomes and lives of the young people in our local communities. The successful candidate will be expected to embrace the Trust's values and play a key role in supporting its further growth and development.

If you are seeking a new leadership challenge and believe that the College and Trust values and priorities align with your own, then we would be delighted to receive your application. Prospective candidates are strongly encouraged to visit the College prior to submitting an application and have an informal conversation with me about the role and their potential suitability for it.

**Andy Yarrow** - *Chief Executive Officer*



## 2. Prospect Trust Background

The Trust ambition is to provide high-quality education for children between 5 – 18 years of age, with many of these learners remaining under our care for the duration of their educational life. This will provide us with a unique opportunity to influence and nurture the educational and character development of these children, from their very first day at infant school to their College graduation.

**The Prospect Trust** is a multi-Academy trust; its main purpose is to enable strategic collaboration between educational organisations, in order to maintain and improve standards. It is an exempt charity.



### **The Prospect Trust is**

a dynamic family of local academies driving academic excellence in our community



### **Our aim is**

to provide outstanding education within a family of local academies, focusing clearly on excellent, innovative teaching, learning and pastoral care for all learners.

The Trust's **core values** are these:



## Improving all our Academies

In the coming three years of operation, the Trust's **strategic priorities** are to:

1. Develop skilled and effective teachers to implement our pedagogic priorities and deliver outstanding education and outcomes for all of our learners
2. Improve progression opportunities for all our learners, raising aspirations and smoothing transition cliff edges
3. Embed a culture of collaborative working and sharing good practice across all Trust academies
4. Develop an innovative, inspirational workforce with outstanding opportunities for career progression
5. Build on strong purposeful relationships with business, community and education partners
6. Embed and support a business model for operation which is efficient and /financially sustainable
7. Grow the Trust, expanding the family of partner Academies in line with our Vision

**The Prospect Trust** will build on the considerable strengths within its Academies so that each is an exceptional beacon of excellence within its phase of education. Cost effective core services will continue to develop to support all Trust Academies in realising their goals; all members of the Trust communities will work as one to that aim.

The young people entrusted to us will have a curriculum and enrichment offer which is engaging, enjoyable and provides genuine challenge and progression. Outstanding teaching, alongside support to accelerate personal development, will help learners to achieve success in nationally valued qualifications together with the essential skills and attitudes needed to negotiate a lifetime of opportunities and challenges successfully.

---

### 3. Prospect Trust – Academy Information and TPT Learners

#### Frimley Church of England Junior School

Frimley CofE Junior School is a three form entry junior school which joined the Trust in April 2021. The Head teacher is **Clare Wright**.

Prior to conversion, Frimley had been a voluntary controlled school in the Diocese of Guildford which, post transition, remains an important strategic partner of the Trust. A significant majority of children leave Frimley to join Tomlinscote School.

<https://www.frimley.surrey.sch.uk/>



#### Tomlinscote School

Tomlinscote, a Frimley secondary school with 1500 pupils, joined the Trust in September 2018. The Principal is **Rob Major**.

Prior to transition into the Trust, Tomlinscote had already converted to Academy status. Many students leave Tomlinscote at the end of Year 11 and progress to The Sixth Form College, Farnborough.

<https://www.tomlinscoteschool.com/>



#### The Sixth Form College, Farnborough

The College has around 4,000 students following Level 3 A level and vocational programmes.

The College converted to Academy status in September 2017, at which time The Prospect Trust was established.

<https://farnborough.ac.uk/>



## What do TPT learners look like?

- **Kind and considerate** - moral and good citizens who treat others as they would wish to be treated
- **Respectful** of themselves in terms of physical and mental well-being
- Understand that for many, human flourishing and a meaningful life involves the **consideration of a "higher purpose"** whether that involves a sincere religious belief or not
- Value the development of character traits and dispositions such as **intellect, morality, civic purpose and performance**
- Motivated by a compelling personal vision that **honours their aspirations and values**
- **Confident** to engage with demanding goals that they frequently attain
- **Attribute their success to:**
  - Careful preparation
  - Effort
  - Having a flexible approach
  - Persistence; and
  - mastering the requisite skills
- **Have agency** (a sense of control) over their studies, believing themselves likely to succeed (have high self-efficacy) when embarking on a task
- **Have a growth mindset** - understand that accumulation and mastery of knowledge is pivotal to increasing their ability within a particular field
- **Have mastery related learning goals** i.e. are focused on how to understand and master a task, rather than worry about how they might look to others
- **Have self-assurance** to push themselves to achieve their life ambitions



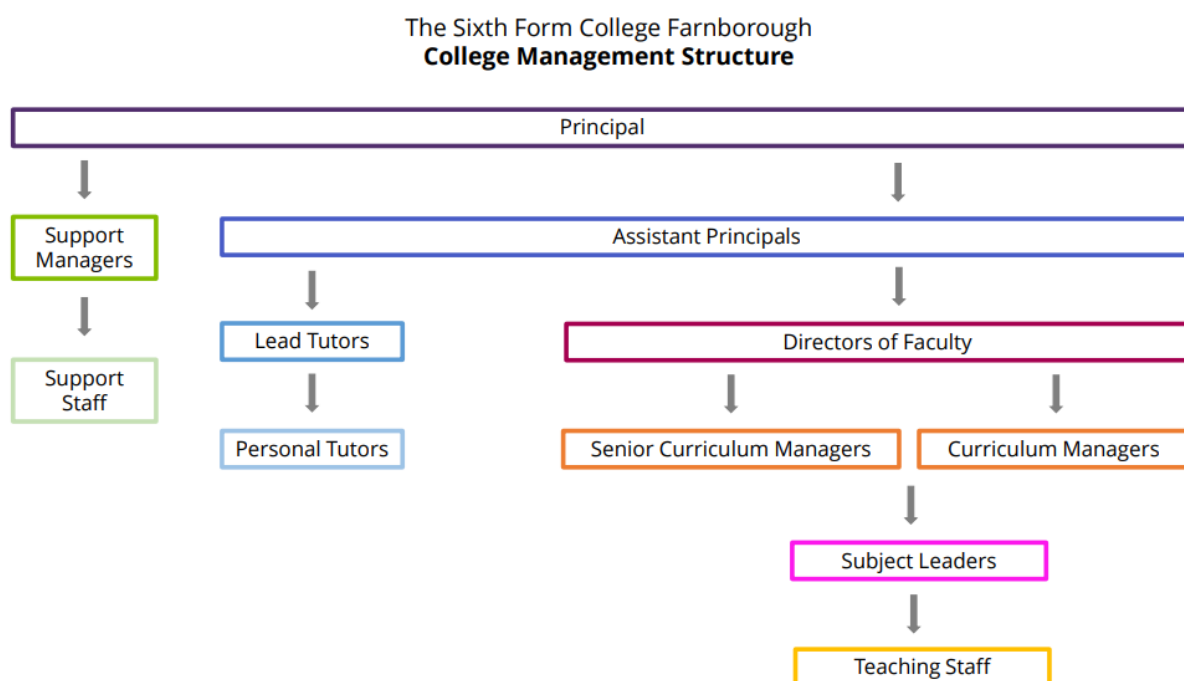
## 4. College Management Structure

A combined cohort of nearly 4,000 students are supported by a unique combination of dedicated teachers, specialist personal tutors and support staff (including specialist Trust wide CEIAG, HR and finance teams), all of whom ensure that students can learn, enjoy and realise their full potential.

Central to the ethos of the College is pastoral support delivered through a team of specialist Personal Tutors, who are all experienced and successful teachers. They provide the essential one-to-one support that students need at this challenging time in their lives and are also the point of contact for parents and guardians. There is also a team of on-site counsellors who provide students with appropriate support at any stage of their learning journey at the College.

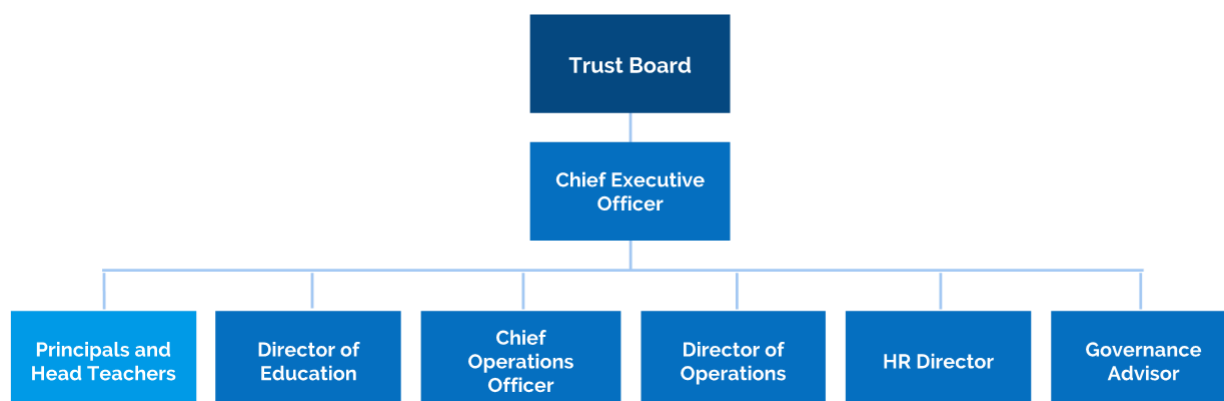
The workforce at the College has grown in line with the increased student numbers over the last decade. The current headcount is approximately 400 (including casual staff), with circa 200 leadership and teaching staff and 100 support staff.

The expertise and support of the College's dedicated workforce is reflected through the outstanding results and further validated by positive feedback from student and parent surveys.



## 5. The Role of Principal within the Trust

The Principal of the College is held to account by the CEO of the Prospect Trust and the Chair of the Academy Quality Council, a sub-committee of the Trust Board.



### Trust Executive Board

The Trust Executive Board (TEB) is a vital tier of the overall Trust structure, providing the major link between the Trust Board and the Trust's family of constituent Academies. TEB comprises of the Trust Executive and Academy Principals and Heads.

The TEB's role is primarily to:

- Ensure that the Trust is understood by all its leaders as a single entity, a unified organisation not simply a loose collection of different education providers.
- Oversee successful delivery of The Prospect Trust's mission 'to provide outstanding education for 5- to 18-year-old learners through our family of local academies.'
- Focus on the strategic development of the Trust, helping to introduce initiatives in our Academies that are consistent with the stated vision, values and mission of The Prospect Trust.
- Help the Trust Board to further define what it means for a learner to have been educated in a Prospect Trust Academy: the distinct character of a Prospect Trust student.

### Academy Quality Council

The Academy Quality Council (AQC) is a critical advisory committee of the Trust Board with oversight of the quality of education and safeguarding at the College. The AQC meets, on average, six times per year and comprises ten to twelve people (Councillors) including stakeholder representatives, e.g. learners, parents, staff and the local community.

AQCs work to levels of authority delegated from the Trust Board, which may vary over time depending on performance. Trust Board members and the Trust Executive may attend AQC meetings.

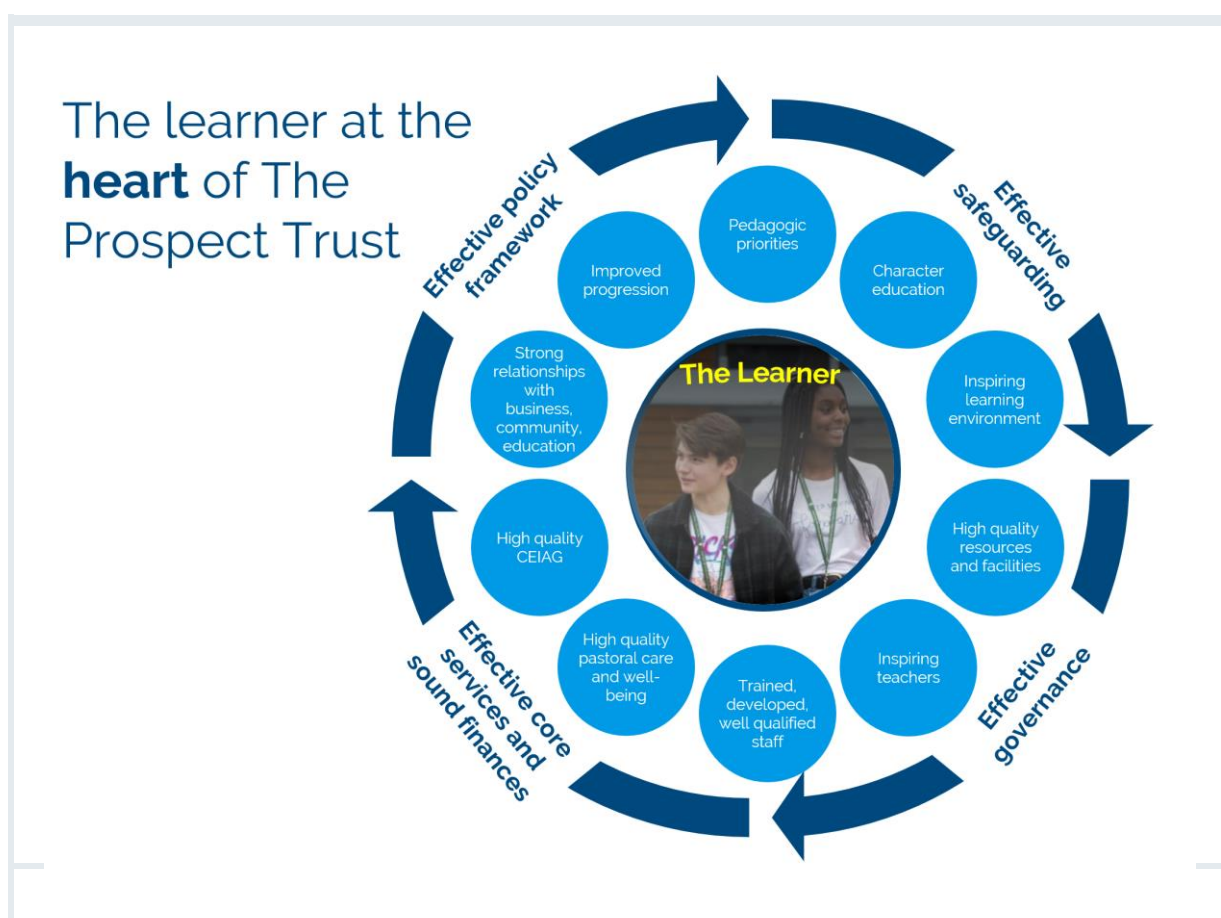
## The Trust Curriculum Board

The Trust Curriculum Board (TCB) operates to deliver the Prospect Trust's mission 'to provide outstanding education for 5 to 18-year old learners through our family of local academies' and is overseen and chaired by our Director of Education (DofE).

The DofE guides Trust education policy to meet Trust priorities through a highly effective team comprising our academies' teaching and learning leads. The DofE also chairs subgroups looking at disadvantage, safeguarding, transition and character education.

The DofE's role also encompasses an oversight of the implementation of each academy's Quality Improvement Plan and student outcomes more generally. The DofE also directly manages the Trust's Lead for TPT Careers Services and ICLT (education) policy.

Outstanding education involves the thoughtful development of young people in terms of their character, dispositions and knowledge delivered through a broad curriculum and an effective pedagogy.



## 6. Job Description and Person Specification

---

### Principal/Headteacher – Job Description

---

#### Key purpose of the role

The Principal/Headteacher is responsible and accountable for all standards in the respective Academy, ensuring that all learners are safe and realise their full potential. The post-holder will provide leadership, direction and strategic management to fulfil the Academy's mission, consistent with the vision, values and mission of The Prospect Trust, as well as contributing to the strategic growth and development of the Trust.

What follows is not intended to be an exhaustive or definitive list of responsibilities and other duties may be required as necessary. The Trust's scheme of delegation provides further detail on the levels of responsibility throughout the Trust. As the circumstances of the Academy and Trust change, the post-holder must recognise and actively adapt to such changes, as they affect the role of Principal/Headteacher.

---

The Principal/Headteacher will, with the support of their senior leadership team and the Trust Executive:-

#### Key Responsibilities

##### Strategy and Leadership

- Be the chief ambassador for the Academy, further developing its reputation amongst partner schools and colleges, and the local community.
- Lead on developing and embedding the vision, values and strategy of the Academy as a senior leader within The Prospect Trust.
- Provide effective and inspirational leadership of the Academy, enabling it to fulfil its mission and provide the highest possible quality of education.
- Maintain and strengthen links with other Academies within the Trust, to share best practice, improve the learner experience and promote the development of employees through mentoring, sharing resources and collaborative working.
- Improve the educational achievements, progression opportunities and learning environment by developing and recommending evidence-based improvement strategies and policies for the Academy.

##### Quality of Education

- Strive to make the Academy an inclusive, learner-centred organisation and a safe, effective learning environment for all members of the Academy community.
- In line with Trust objectives, promote the development of curriculum and pedagogy to ensure the Academy delivers high-quality education and continuously strives for excellence.

- Work with Academy and Trust leaders to monitor, evaluate and review classroom teaching and assessment practices, developing and embedding improvement strategies to enhance outcomes for all learners.
- Ensure that appropriate support systems are in place to encourage the success and wellbeing of all learners and employees.
- Establish and maintain a consistent and continuous focus on learner achievement, behaviour and attendance, using data and benchmarks to monitor progress, adapt provision and implement remedial action.
- Ensure the Academy culture enables all pupils to access the curriculum and that staff have ambitious expectations for any learners with special educational needs or disabilities (SEND) or English as an additional language (EAL) or from social or cultural groups that are vulnerable to underachievement, adhering to statutory duties at all times and monitoring performance to minimise any identified gaps.
- Encourage high standards of learner behaviour and ensure the appropriate implementation of disciplinary policies where necessary.
- Ensure that the Academy is fully prepared for internal reviews conducted by the Trust and external reviews and inspections, such as Ofsted visits.

### **People Management**

- Ensure workforce resource requirements are effectively designed, recruited and monitored within the academy, adopting flexible working methods to meet the evolving requirements of learners and employees.
- Motivate and encourage staff, ensuring appropriate opportunities for developing the talent, skills and potential of the workforce and embedding a culture and environment of challenge, engagement and support.
- Ensure effective continuous professional development programmes are in place to support staff and improve the learner experience.
- Maximise the contribution of all staff to improve the quality of education provided, ensuring a robust performance management culture and coaching the leadership team to initiate capability processes where required.
- Ensure all staff adhere to the Trust appraisal and performance management review processes.
- Promote a culture that is supportive and inclusive, values diversity and provides opportunities for all learners to fulfil their potential.

### **Partnerships and Communication**

- Lead and contribute to activities outside the Academy which will enhance its reach, reputation and influence, taking care to ensure that the Academy continues to maintain excellent stakeholder relationships.
- Build and sustain effective relationships with Trust Academy colleagues, external partners and community stakeholders, to promote the interests of the Academy/Trust and ensure appropriate representation on local, regional and national groups.

- Develop strong, effective and harmonious working relationships with the Trust and Academy Quality Council (AQC), ensuring all parties are kept fully informed and aware of all significant issues and developments which are likely to impact on the Academy.
- Advise the Trust and AQC on the educational character, activities and mission of the Academy and implement the Trust's policies and decisions.
- Ensure that the Trust CEO is updated regularly on progress in fulfilling the Academy vision and mission, and the achievement of its strategic development plans, thereby contributing to the overall strategic direction of the Trust.
- Work effectively with colleagues, including those in the Trust, building an effective senior leadership and management team to ensure that the Academy offers the highest quality service to its learners and fosters a culture consistent with the Trust's core values.

### **Management and Compliance**

- As Head of Centre, ensure compliance with all awarding body regulations and guidance for public examinations.
- Maintain an awareness and understanding of relevant legislation and changes in the education sector and the potential implications and opportunities for the Academy.
- Ensure the creation and maintenance of effective safeguarding, safer recruitment and child protection policies and practices, ensuring that these are understood, and robustly adhered to, by all relevant parties.
- In close collaboration with the Trust's Chief Operating Officer (COO) and CEO, fulfil the statutory responsibilities and other requirements set out in the Articles of Association, Financial Memorandum with the EFSA, the Scheme of Delegation and all other relevant regulations.
- Agree appropriate priorities for expenditure, allocation of funds and effective administration and control with the Trust's COO.
- Manage, monitor and review the range, quality and use of all available resources, to improve the quality of education, improve learner achievements, ensure efficiency and secure value for money.
- Deliver financial and non-financial efficiency improvements, whilst maintaining the quality of education, by initiating change processes in respect of systems, processes and workforce structures.
- Lead and oversee statutory returns that incorporate Academy learner data on behalf of the Trust, escalating any areas of concern before submission.
- Engage with the Accounting Officer (Trust CEO) and COO to understand the annual estimates of income and expenditure in order to effectively and efficiently manage Academy resources.
- Work with wider Trust leads to make arrangements for the security and effective supervision of Academy buildings, their contents and the grounds, whilst effectively organising the estate to meet the needs of the curriculum and health and safety regulations.

- Ensure Academy records are accurate, complete and compliant, with all information confidentially stored and processed in line with GDPR requirements
- To comply with College and Trust policies and procedures relating to fraud and irregularities, child protection, safeguarding, pastoral issues, health and safety, security, confidentiality and the general data protection regulations, reporting all concerns to the appropriate person.

## Principal/Headteacher - Person Specification

We are seeking an exceptional leader with the following key qualifications, experience, skills and personal attributes:-

### Qualifications

	Essential	Desirable
Honours degree (ideally 2(ii) or higher)	✓	
Recognised Qualified Teacher Status <ul style="list-style-type: none"> <li>• Extensive teaching experience may be deemed sufficient if applying to lead a 16-19 Academy within the Trust.</li> </ul>	✓	
National Professional Qualification for Headship or Senior Leadership		✓
Higher degree or postgraduate qualification in education or educational leadership		✓
Designated Safeguarding Lead (Current or previously)		✓
Recent safer recruitment training		✓

### Experience and Skills

- A successful career in educational leadership, resulting in a thorough understanding of school/college improvement strategies.
- Substantial experience of improving education outcomes via effective strategic planning, financial and resource management.
- Full awareness of Government education policy and strategies for improving outcomes for all learners, with the ability to translate this into excellence within a school/college.
- A thorough knowledge of the relevant phase(s) of the National Curriculum or post-16 curriculum programmes, with extensive experience of curriculum delivery, monitoring and assessment.
- The ability to analyse and understand complex curriculum issues and respond creatively and effectively to improve attainment for all learners.

- Working collaboratively with other senior colleagues to achieve a shared purpose and improved educational outcomes.
- Managing and delivering organisational change, for the purposes of improved performance and efficiency saving requirements.
- Promoting and embedding excellence across all strands of an educational setting e.g. learner attendance, behaviour, attainment, progress, character development and safeguarding.
- Exceptional communication skills to bring clarity to complex education and employment matters and to maintain positive relationships with a range of internal and external stakeholders.
- Leading and inspiring all strands of a workforce to improve performance, whilst coaching and empowering leaders to resolve complex problems and manage risks.
- Proven experience of gaining support for proposals and drafting reports and revised policy/process documentation.
- Working with other leaders to interpret, monitor and evaluate education performance data and recommend appropriate actions to address areas of risk.
- Implementing successful communication and marketing strategies within an educational setting, with the confidence to lead key briefings at internal and external events.
- Managing and resolving complex safeguarding matters, with a practical understanding of the responsibilities, expectations and implications within safeguarding, child protection policies and the Keeping Children Safe in Education statutory guidance.

### Personal Attributes

- A passion for education to inspire a diverse workforce to improve the educational outcomes and lives of young people in our local communities.
- A commitment to promoting and safeguarding the welfare of young people and to reinforcing this within all Academy activities and processes.
- High professional standards and personal integrity, with high expectations of self and others.
- Emotional intelligence to lead and manage a range of stakeholders and staff, whilst creating a collaborative and inclusive culture.
- Self-motivated, resilient and calm within a range of settings, with the ability to manage a demanding workload and deliver results.
- Flexible, positive and resilient, with the ability to utilise sound judgement when making decisions.
- Excited by change, with the ability to motivate others throughout this process.
- Committed to continuous professional development, with clear expectations of self and others.

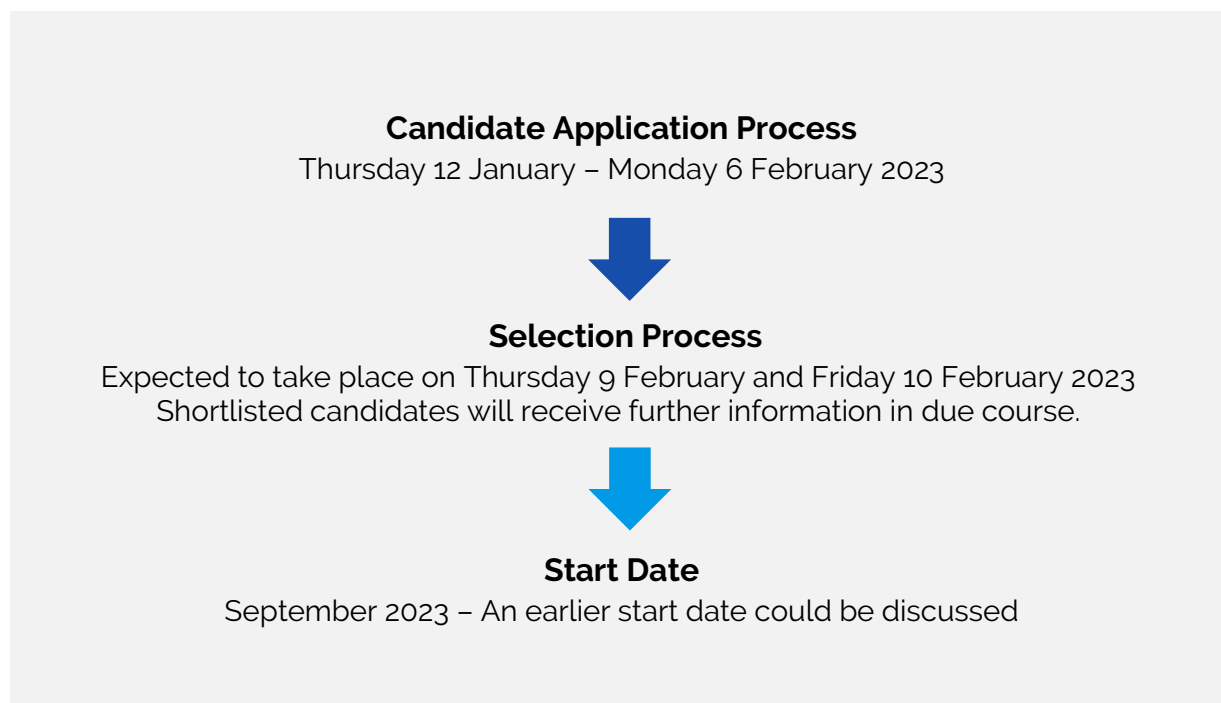
## 7. Recruitment and Application Process

We hope that after reading this information you still regard this exciting opportunity as the next step in your leadership career, but you of course need to understand the tangible benefits that apply.

### Terms of Employment

- Competitive salary and benefits
- Attractive contributory pension via the Teachers' Pensions Scheme
- 35 days annual leave per annum (excluding bank holidays)
- Private healthcare scheme
- Annual eye test
- Professional membership fees financially supported
- Continuing professional development supported and financially sponsored
- Relocation financial support packages can be discussed if required
- Employee assistance programme

### Recruitment Timeline



---

## Recruitment Process

We are keen to attract a diverse candidate pool of talented and experienced leaders for this pivotal role within the Trust and would welcome applications from all suitably qualified individuals. If you believe that you have the required qualifications, experience, skills and personal attributes to deliver our future strategic priorities we look forward to hearing from you.

Candidates should contact Kate Thomlinson (Trust Executive Assistant) to express interest in this role and to request an application form. Your application should evidence the requirements outlined within the person specification.

Completed applications should be returned to [kate.thomlinson@theprospecttrust.org.uk](mailto:kate.thomlinson@theprospecttrust.org.uk) by **9.00am on Monday 6 February 2023**.

Due to the recruitment timeline, all candidates will be informed of the decision of the shortlisting panel and the status of their application, by midday on Tuesday 7 February 2023.

Prior to application, candidates are strongly encouraged to contact Andy Yarrow (Chief Executive Officer) for an informal discussion about this opportunity.

---

## Contact details

**Andy Yarrow**  
CEO

[andy.yarrow@theprospecttrust.org.uk](mailto:andy.yarrow@theprospecttrust.org.uk)  
Telephone: 01276 804901

**Kate Thomlinson**  
Trust Executive Assistant

[kate.thomlinson@theprospecttrust.org.uk](mailto:kate.thomlinson@theprospecttrust.org.uk)  
Telephone: 01276 804905

**Becky Young**  
HR Director

[rebecca.young@theprospecttrust.org.uk](mailto:rebecca.young@theprospecttrust.org.uk)  
Telephone: 07864 967648

---

**The Prospect Trust is committed to safeguarding and promoting the welfare of all children and young people within our care and requires all staff and volunteers to share and demonstrate this commitment. Any future offer of employment remains subject to satisfactory pre-employment checks, including enhanced DBS clearance, a health check and references..**

---