

PRINCIPAL RECRUITMENT PACK



ORCHARD MEAD
ACADEMY



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CONTENTS:

- P3. CANDIDATE CHARTER
- P4. WELCOME
- P5. WHY TMET
- P6. ABOUT ORCHARD MEAD ACADEMY
- P7. ABOUT THE ROLE
- P8. JOB DESCRIPTION
- P12. PERSON SPECIFICATION
- P14. HOW TO APPLY



making
a positive
difference

CANDIDATE CHARTER

When you apply to join our team, it's really important that you have the opportunity to learn about who we are and why we're so passionate about making a lasting difference for children and young people.

We want every candidate to have an informed, engaging and positive experience, and to support this we've created our candidate charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- Transparency – we will treat you with respect, honesty and fairness.
- Protecting your privacy – we'll ensure your information is secure and handled sensitively.
- Understanding – you'll be given everything you need to make informed decisions.
- Showcasing talent – we'll provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and we'll act on what you have to share.
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce.

WE WILL ALWAYS

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need.
- Respond to enquiries promptly and usually within 24 hours.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview, well in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest – and help us understand why.
- Prepare yourself for interview and let us know how we can support you.

WELCOME



We are delighted that you have shown an interest in becoming the principal of Orchard Mead Academy.

The Mead Educational Trust (TMET) is a growing partnership of primary and secondary schools situated in Leicester.

The trust draws its educational excellence from the established track record of Rushey Mead Academy, the Leicester Teaching School Alliance, the Leicestershire Secondary School-Centred Initial Teacher Training (SCITT) and our partner schools.

There is no fixed view on the type of person that will be best placed to lead Orchard Mead Academy successfully forward – beyond the alignment of principles and values that we as a collective share. You will obviously have strong experience of working as a senior leader within a school environment, alongside evidence of delivering exceptional outcomes for students, but where you are on your personal career path isn't set. We are all lifelong learners after all.

Much has been achieved in our journey of improvement. The next principal will ensure that rapid and decisive action is taken to ensure gains are secured and embedded.

A recent Challenge Partner review (January 2020) is a testament to the hard work and dedication shown by all the staff at Orchard Mead Academy who are continuously **"making a positive difference"**. There is a clear path for sustained improvement – and as our new principal, working collaboratively with trust partners, you will lead us on it.

I hope you are as excited by this proposition as we are and if so, we look forward to meeting you.

Carolyn Robson
Chief Executive Officer



WHY TMET

TMET is a growing partnership of primary and secondary academies based in Leicester. We exist to improve the life chances of children and young people by having high aspirations, pairing the highest quality teaching with the widest possible educational opportunities.

Building on Rushey Mead Academy's outstanding track record, we have grown to 10 partner schools and established the Leicester Teaching School Alliance and the Leicestershire Secondary School-Centred Initial Teacher Training (SCITT). Through this, we are able to draw on first class leadership and outstanding teaching and learning practices to support each learner, making sure that they have every opportunity to achieve. Our collaborative approach ensures that exceptional practices are fostered and encouraged within each of our schools to provide the best learning experience we can.

At the heart of everything we do is our commitment to academic excellence and pastoral care - enabling success for all, regardless of background. Our students are encouraged to become articulate, independent, well-rounded members of society with a passion for lifelong learning and a determination to make a positive difference in the world.

By providing access to a world-class education network, strong school-to-school support and high-quality assessment, governance and financial business management, our schools can in turn focus on equipping our students with the exciting and inspiring learning experiences they need and deserve.

The expertise within the trust is without doubt our greatest asset; the collective dedication and passion for learning exhibited by staff ensure that each of our students reach and fulfil their potential. Our ongoing coaching, mentoring and support programmes maximise the skills and talents of our team to consistently deliver outstanding teaching and learning.

The TMET family of schools:



TMET and all its schools have developed the 7Cs as guiding principles: Challenge; Collaboration; Culture; Creativity; Community; Courage and Character.

Click [here](#) to find out more about TMET. To see an overview of performance data for TMET, click [here](#)

ABOUT ORCHARD MEAD ACADEMY

The Orchard Mead Academy motto is 'making a positive difference'.

We are proud to be a member of The Mead Educational Trust which, led by Rushey Mead Academy, has an established national profile for excellence in teaching, leadership and student outcomes.

In February 2017, The Mead Educational Trust was asked by the Department for Education to support Hamilton College. Orchard Mead Academy was subsequently formed when Hamilton College converted into the trust as a sponsor-led academy on the 1st September 2017. Throughout this period, the trust provided extensive capacity and support into the school to aid immediate stability and accelerate outcomes.

The Orchard Mead learning community serves a uniquely diverse area in the North Eastern outskirts of the City of Leicester, in our larger than average 11-16 mixed comprehensive school (NOR currently c1,100). Prior to conversion, the school benefited from a £19m rebuild as part of the national Building Schools for the Future programme. This considerable investment created a well-resourced and spacious school, with almost limitless potential.

The previous principal left Orchard Mead Academy at the end of January 2020 and an executive principal is currently overseeing day-to-day leadership of the academy to ensure the improvement journey continues at pace.

Our students symbolise the richly diverse city we serve. The largest ethnic backgrounds represented are those of White British, Asian or Asian British Indian heritage. The proportion of students who speak English as an additional language (EAL) is well above average and the proportion of disadvantaged students is above average. The proportion of our students who have education, health and care plans (EHCPs) is well below national average. Students are largely drawn from primary schools within the trust, making for good knowledge of the cohort.

We are a proud member of Challenge Partners and through TMET, we work extensively to add into and draw support from this powerful network. Through this, Orchard Mead is subject to annual review, evaluating our performance and areas of excellence. Our most recent Challenge Partners review in January 2020 stated that "Teachers use increasingly effective strategies to enthuse students". The review also went on to highlight:

- Good systems for monitoring the quality of teaching are in place
- All staff work towards making improvements where they are needed
- Strategies to improve students' quality of education are evaluated and promoted to staff
- Leaders have ensured that the curriculum is appropriate for all students
- Students speak positively about their school
- Leaders promptly and precisely identified approaches that will have the most positive and rapid impact on students' outcomes
- Students are keen to achieve and want to extend their knowledge and skills
- Teachers use insightful questioning to stimulate thought-provoking discussions and debates
- Students benefit from teachers' good subject knowledge
- Students who require additional support are identified at an early stage

As you would expect, a huge amount of passion and energy has been placed into driving improvement within Orchard Mead. We have a thorough understanding of our strengths and areas for development. Our teachers are committed and relentless in their drive to improve both the outcomes and life chances of our students. Collectively, we are clear on the priorities ahead.

As our new principal, you will be responsible for driving these priorities forward and supporting colleagues to create transformative educational opportunities to the young people we serve – each and every day.

ABOUT THE ROLE

It's an incredibly exciting time to join Orchard Mead Academy and TMET.

Orchard Mead Academy is based in a modern, state-of-the-art setting which is primed to support the needs of all students. Since joining the trust, the entire team has worked with great commitment and effort to move the school positively forward, but our new principal will give us the additional capacity and direction required to truly fly.

Orchard Mead has much to commend. First and foremost – its community, which is impassioned and supportive. Alongside them is a talented team that is prepared and ready to be stretched and enthusiastic students that have a thirst for knowledge.

We are looking for an ambitious, collaborative and visible leader with a strong moral purpose – an inspirational figurehead who will hold an enduring commitment to our young people. You'll undoubtedly have a proven track record of school improvement, but above all you'll be willing to embrace new ideas and work collaboratively within our trust to realise sustainable, positive change for our academy and beyond.

To aid this improvement journey, you will have access to a unique blend of resources and talent pooled from a high-performing multi-academy trust. As colleagues we work in unison to ensure that expectations are surpassed, and exceptional progress is made. It is within the fabric of our trust to deliver against such aspirations.

Whether you are a current whole school leader or an aspirant head, you will bring fresh thinking, palpable creativity and a charisma that will take staff colleagues forward onto heights that they didn't think possible.

Currently, Rita Hindocha is leading the school as executive principal, within which time she has been working closely with trust colleagues to ensure the basic elements to empower rapid and lasting improvement are embedded. This process is well underway.

Initially, you will be working alongside the executive principal to build upon the momentum generated and ensure the trajectory of improvement continues. Close cooperation is at the core of everything we do. That said, there is no fixed blueprint as to how this leadership model will evolve over time and the trust would want to work with you to shape this – in line with the needs of the academy and your professional development and ambition.

As our chosen candidate, you will share our commitment for high aspirations for all, supported by expertly skilled teaching and the widest possible educational opportunities. You will also share our values of challenge, collaboration, culture, creativity, community, courage and character – and be able to articulate our inclusive vision for education.

In return, we can offer unparalleled support within a successful and growing organisation, that will enable you to build an outstanding academy at the heart of a family of schools. The culture within our trust compels, empowers and challenges leaders to be influential and impassioned educationalists. If you think you would like to join us on this journey, we'd love to hear from you.

For more information and a confidential conversation, contact our recruitment partners Phil Watt or Tom Giggall at Propelo on 01904 567818 / TMET@propelo.co.uk.

JOB DESCRIPTION

Job title Principal

Grade/Salary Group 7 (£72,306-103,334)

Responsible to: Chief Executive Officer and the Local Governing Body

This post sits within The Mead Educational Trust and has responsibilities for the individual academy in the trust

The Principal will provide dynamic professional leadership, vision and strategic direction for the academy and contribute to The Mead Educational Trust in order to ensure its continued success and improvement with all members of the education community and collaborative partnerships, providing an environment for teaching and learning that empowers both staff and students to achieve their fullest potential.

The Principal will work actively with the Trust's Executive Team to develop new ideas and initiatives.

The successful candidate will:

- Demonstrate a passion for education and a desire to improve the life chances of all students.
- Have the ability to build a culture of continuous learning and development throughout the academy community.
- Build a culture of all-round excellence in teaching and learning.
- Assess their approach and style and challenge themselves to think differently about how to best align their leadership to the needs of the academy.
- Have the ability to empower their staff to trust in their vision.
- Develop and maintain the academy's ethos of diversity, inclusivity and equality of opportunity.

All Principals will be full strategic members of the Teaching School Alliance and will support the activities of the Leicestershire Secondary School-Centred Initial Teacher Training (SCITT).

Main duties and responsibilities:

Together we make a positive difference.

This job description is subject to the general conditions of service for a Principal as set out in the current Head Teachers Pay and Conditions Document. This job description is based on the National Standards of Excellence of Head Teachers (2015).

Qualities and Knowledge

The Principal will:

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
- Lead by example – with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and academy systems locally, nationally and globally, and demonstrate drive to continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the Trust and academy's vision, ably translating local and national policy into the academy's context.
- Communicate compellingly the academy's vision and drive the strategic leadership, empowering all students and staff to excel.
- Ensure that strategic planning takes account and responds to diversity, values, and wider local and national agendas.

Students and Staff

The Principal will:

- Recruit and develop staff that have the necessary skills and knowledge to promote equality, respect diversity, challenge stereotypes and promote the rights of children and young people.
- Ensure that staff:
 - listen, question and respond to what is being communicated by children, young people and those caring for them.
 - recognise when a child or young person may not be achieving their potential and be able to identify sources of help for them and their families.
 - adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process.
 - ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- Ensure that strategic planning takes account and responds to diversity, values, and wider local and national agendas.
- Establish creative, stimulating and effective approaches to learning throughout the full curriculum.
- Use data and benchmarks where applicable to monitor progress in every child's learning and focus teaching.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the Trust and between other schools and academies, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Ensure learning experiences for students are linked into and integrated with the wider community and celebrate cultural diversity.

Systems and Process

The Principal will:

- Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on student welfare and developing their exemplary behaviour in the academy and in the wider society.
- Be responsible for all child welfare and child protection issues. This includes ensuring compliance with all relevant legal and statutory guidance, working effectively with outside agencies, establishing and maintaining a robust safeguarding culture and the leadership of safer recruitment practice.
- Be responsible for ensuring robust procedures are in place to protect students from radicalisation and extremism including the review and evaluation of those procedures and for making sure they are effective.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all the staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Trust board and Local Governing Body to understand their roles and deliver their functions effectively – in particular, functions to set academy strategy and hold the Principal to account for student, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of the students' achievements and the academy's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the Trust and academy.
- Manage and organise the Academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

The Self-Improving Academy System

The Principal will:

- Promote working with other schools, academies and organisations – in a climate of mutual challenge and support – to champion best practice and secure excellent achievements for all students.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving academies.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to academy improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others – within and beyond the Academy and the Trust – to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Contribute to the Trust and Academy ethos of self-review and self-evaluation to share knowledge and understanding, celebrate successes and accept responsibility for outcomes.
- Work with the Head of Governance of the Trust and chair of the Local Governing Body to provide information, objective advice and support to the Local Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement.

- Develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including parents, the Trust Board and the Local Governing Body.
- Reflect honestly on personal contribution to the Academy's achievements, take account of feedback from others and ensure a personal improvement plan.

This job description is designed to outline the main duties and responsibility associated with the post but is not intended to be an exhaustive list of all duties performed. It may be subject to modification or amendment at any time after consultation between the post-holder and CEO.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of TMET or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of General Data Protection Regulation (GDPR – Regulation (EU) 2016/697). This will replace the current Data Protection Act 1998.

Equal Opportunities

The Trust is committed to achieving equality of opportunity and expects all employees to implement and promote this policy in their own work.

Safeguarding Children

TMET is committed to following and adhering to the Department for Education guidance entitled "Keeping Children Safe in Education" and "Safer Recruitment in Education". It is the individual's responsibility to promote and safeguard the welfare of children and young people in the School. Enhanced DBS clearance is required for this post.

Health and Safety

You are required to comply with the school's Health and Safety policy at all times. This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974.

TMET is committed to safeguarding and promoting the welfare of children and young people and expects all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of employment

PERSON SPECIFICATION

Essential Personal Attributes:

Throughout the selection process the applicant will be assessed for the essential personal attributes for this role, these are:

- Forward thinking
- Imagination and creativity
- Energy and enthusiasm
- Reliability and integrity
- Adaptability to changing circumstance and ideas

Assessment method: 1= From the written application 2= Documentary evidence 3= The Selection Interview a. Panel b. Teaching Staff c. Students d. Observation

Attributes	Requirements:	Essential/ Desirable	Assessment Method*					
			1	2	3a	3b	3c	3d
Qualifications	Qualified teacher status	Essential	✓	✓				
	Evidence of commitment to further professional development	Essential		✓		✓		
	NPQH (or equivalent)	Desirable		✓				
	NLE/LLE /SLE Status	Desirable		✓				
Experience	At least two years recent senior leadership and/or Headship experience in a good or outstanding school - or a school that is on a significant improvement journey	Essential	✓	✓				
	Teaching experience at KS3-KS4	Essential	✓	✓				
	Successful implementation of strategies for raising achievement including strategies for ensuring effective teaching and assessment.	Essential		✓	✓			
	Managing significant change effectively, and ensuring a smooth transitional process	Essential		✓	✓			
	Senior Leadership in a multi-cultural academy	Desirable		✓	✓			
	Promotion of high levels and support of attainment of all students including the more able students and those with special educational needs	Essential		✓				
	Experience of implementing a successful school-wide behaviour strategy that has supported learning and achievement	Desirable		✓				
	Experience of/understanding of ITT and developing a professional learning programme that is responsive to the needs of a range of partners within a Teaching School alliance	Desirable		✓	✓			
Knowledge and Understanding	Demonstrate the ability to use comparative data applying it with information about students' attainment to establish benchmarks and set targets for improvement	Essential			✓			
	Understanding of impact of initiatives and developments at a national level and their impact on leadership styles and practices	Essential			✓			
	Knowledge of the academy's role in the community, including an understanding of cultural and religious diversity	Essential			✓			
	Knowledge of characteristics of an effective academy and contribution that evidence from inspection, self- evaluation and research can make to professional and academy development	Desirable			✓			

	Understanding of how to promote and implement the principles of inclusion and equal opportunities for students and staff	Essential			✓			
	Able to effectively plan and monitor the budget and attract additional funding	Essential			✓			
Leadership Skills	Able to articulate a vision for the academy that builds on current thinking	Essential	✓		✓	✓		
	Able to lead and manage people to work as individuals and as a team in managing change that maintains motivation and morale	Essential			✓	✓		
	Able to secure the commitment of staff, parents/carers governors and the community to the academy	Essential			✓	✓	✓	
	Able to generate and sustain successful partnerships with the colleague Principals, community organisations, partners of the Trust	Essential			✓			
	Able to plan the annual budget to ensure that the resources available are deployed to the maximum benefit of staff and students	Essential			✓			
	Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice	Essential		✓				
Communication Skills	Able to communicate clearly and take into account, where appropriate the view of others	Essential	✓		✓	✓	✓	
	Able to communicate effectively, both orally and in writing, with students, parents/carers, governors and the wider community	Essential	✓		✓	✓	✓	
	Able to negotiate and consult effectively	Essential			✓			
	Able to deal sensitively with people and resolve conflicts	Essential			✓			
Self-Management Skills	Able to plan time and organise work effectively Show the ability to: <ul style="list-style-type: none"> • Prioritise and manage time • Work under pressure meet deadlines • Be self-motivating 	Essential			✓			
School Ethos	Able to work with governors and the Trust to promote the school as a caring and successful centre of learning for the community	Essential			✓			
	Able to ensure that the school atmosphere is welcoming to all visitors, including parents/carers	Essential			✓	✓	✓	
	Parent/carers are actively encouraged to take a part in the relevant activities of the school and their child's education	Essential			✓	✓	✓	
	Able to maintain a climate of mutual respect and achievement, that recognises and values the contributions of the different communities that make up the school	Essential			✓	✓	✓	
Other conditions Including any hazardous or environmental-ly adverse conditions	Must satisfy relevant pre-employment checks. This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Criminal Records Bureau (DBS) Disclosure check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time	Essential			✓			

HOW TO APPLY

TMET is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To discuss this role in more depth, please contact Phil Watt or Tom Giggall on 01904 567818 for a confidential discussion – or email: TMET@propelo.co.uk

To apply you will need to complete the application form (which was included within the email you received containing this pack).

In your research for this post, you will have likely read about our aspirations and vision for Orchard Mead Academy. Drawing on your skills and experience, please provide a supporting statement outlining how you would turn this vision into a reality.

Completed applications should be sent to TMET@propelo.co.uk

- **Closing date for applications: 12pm Wednesday 1st April 2020**
- **Interviews: Tuesday 28th and Wednesday 29th April 2020**

All applications will be acknowledged. If you have not received confirmation within 24 hours, call [01904 567818](tel:01904567818).

We look forward to hearing from you.

The Mead Educational Trust is committed to safeguarding and promoting the welfare of children and young people. All applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.



ORCHARD MEAD
ACADEMY

