

# Principal of The Flitch Green Academy



Information for candidates

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*Our vision is to provide creative learning experiences, which will inspire and challenge our children to maximise their academic potential; ensuring children leave us as honest, kind and respectful young people, equipped with the skills to continue their journey as lifelong learners.*

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Dear Candidate,


Thank you for your interest in the role of the Principal at the Flitch Green Academy. This pack has been designed to provide you with information regarding the Academy and the position, alongside the information available on our website. I hope that you find this helpful in learning more about the role of the Principal and what The Flitch Green Academy has to offer.

Flitch Green is a modern village academy, providing our pupils and staff with an inspiring learning environment, through our creative curriculum. We value developing the individual child, through their personal growth and their learning achievements, with a commitment to delivering a high standard of education, from the Early Years to the end of Key Stage 2.

We first opened in September 2008 and converted to a single academy trust in 2011. Following recent expansion of our school site, the Academy now admits one and a half form entry, operating both single and mixed year group classes.

The Academy has been purposefully designed, built and equipped to provide our pupils and staff with a stimulating and inspiring environment to develop skills, acquire knowledge and appreciate the world we live in. Pupils learn from an innovative and creative curriculum, taught by talented and enthusiastic staff. They also enjoy the latest technology; which is embedded within our day to day learning and teaching. Since the Academy opened its doors, we have been a leader in the use of iPads in primary education. We receive visitors from UK and international schools who wish to see our use of technology within the learning environment, providing valuable experience for our staff and pupils, as well as giving the Academy an opportunity to generate income.

The curriculum is delivered through 'Experiences', with all learning leading to a final 'real life outcome'. This creative approach is underpinned by well sequenced curriculum plans in all subjects, with clear milestones to show what pupils need to know, understand and be able to do at the end of each academic year.



Mathematics is taught as a discrete subject, again using a well sequenced and progressive curriculum. The Academy has implemented a mastery approach to the teaching of mathematics and this is now well embedded across all year groups.

We are committed to developing our staff and providing them with suitable opportunities to do so. We give high regard to the well-being of all our pupils and staff with respect, kindness and exemplary standards of behaviour embedded within our values.

Our most recent Ofsted inspection in March 2018 found the Academy to be 'Good' with a number of strengths recognised, including:

- our staff, working effectively as a team and the strength of our teaching assistants;
- interesting learning opportunities for the children, with a strong focus on citizenship and life skills;
- the behaviour of our pupils; and
- our positive culture for high expectations.

We also welcomed areas identified by Ofsted for further development that have informed our planning to drive the Academy forward.

We value the benefits of partnership and work closely with our feeder pre-school, run by a private provider but located in an Academy owned building adjacent to our school site.

Our strong partnership links with local schools includes our membership of the local schools partnership, the Dunmow Education Excellence Partnership (DEEP). This provides Academy staff and governors the opportunity to work closely with our peers in areas such as training, development, moderation, peer learning and peer support. We have strong links with the local authority and welcome their support in areas such as school improvement.

The Academy also works closely with other education organisations including our partner school status with the University of Cambridge Faculty of Education. As well as hosting placements for teacher training, staff and pupils from the Academy visit the University to provide presentations to students and academic staff.





The Academy is an integral part of the local community directly and through our School Parliament and the Friends of Flitch Green (Parent Association).

In recruiting our new Principal, we are seeking someone who can share and shape our vision and ethos, who can lead our Academy in achieving our strategic goals and be proactive in taking the Academy forward. We are looking for someone with a strong vision for primary education and a commitment to providing a creative curriculum that maximises the potential of all our children and staff.

The role of Principal at the Flitch Green Academy offers the opportunity to lead a dedicated, committed and innovative school community, to make a difference, drive forward improvement and inspire pupils and staff within an aspirational, creative and supportive environment.

I would encourage you to visit our website for more information on the Academy: [www.theflitchgreenacademy.co.uk](http://www.theflitchgreenacademy.co.uk).

We would like to welcome you to visit the Academy. Individual tours for interested applicants will be available on any days from the 13th of January to the 24th of January. If these dates are not convenient, we would be happy to arrange a tour at an alternative time. To arrange a tour please contact Nikki Mead by email [nikki.mead@flitchgreen.net](mailto:nikki.mead@flitchgreen.net) or telephone 01371 822330.

If you feel that you require any additional information regarding the post, please do not hesitate to contact us via our adviser, Andrea Morley of Balance Education Consultancy, by emailing [flitchgreen@balanceec.com](mailto:flitchgreen@balanceec.com) or calling 07720 711897.

I look forward to receiving your application.

Yours sincerely

Richard Barrett  
Chair of Governors

# Further information about the Academy

Establishment	The Flitch Green Academy
Roll	271
Pupils with SEND	25 (including 4 pupils with an EHCP)
Pupils in receipt of Pupil Premium funding	25
Pupils who speak English as an Additional Language	3
Staff	<p>Principal Vice Principal</p> <p>Teaching Staff: 11 (Full time) 2 (Part time)</p> <p>Teaching support staff: 16 (Full time and Part time)</p> <p>Administration, Extended schools, Midday Assistants and Site staff: 13 (Full time and Part time)</p>

Further information on the learning that has taken place at the Academy so far this year can be found on our class blogs, available to view from our website: [www.theflitchgreenacademy.co.uk/classblogs](http://www.theflitchgreenacademy.co.uk/classblogs).



# Selection Arrangements

## Salary Range

The salary is negotiable to reflect the experience of the successful candidate, with an indicative range L14 (£55,064) - L20 (£63,806).

## Selection Arrangements - The process

Please complete our Academy Application Form electronically and save it as a PDF. Return your completed form by email, along with any additional sheets also saved as PDFs, to our adviser, Andrea Morley of Balance Education Consultancy, at [flichtgreen@balanceec.com](mailto:flichtgreen@balanceec.com). Please include your name within the file names of all documents you send via email. All applications will be acknowledged by email and if you have not had confirmation of receipt within one working day of submission, please contact Andrea by phone on 07720 711897.

**Closing date for applications: Midday on Monday 27th January 2020**

**Shortlisted candidates advised by: Friday 31st January 2020**

**References** will be taken up for all candidates at short-list stage and we will confirm with you that your referees, including your current employer, are expecting to hear from us prior to our reference requests being sent.

## Selection event:

**Stage one: Friday 7th February 2020**

**Stage two: Monday 10th February 2020**

Candidates invited to stage two of the selection process will be informed by 8pm on Friday 7th February 2020.

Should you have any queries regarding your application, please do not hesitate to contact us via the above contact details.



# Job Description

## Line Manager:

Chair of Governing Body

## Liaison with:

Governors, Academy staff, pupils, parents, pre-school providers, local schools partnership, local authority and other external agencies.

## Job Purpose:

The Principal, working with the governing body, senior leadership team and Academy staff, will provide overall strategic leadership to achieve the Academy strategic vision and deliver the Academy's Development Plan, while ensuring effective day to day operation of the Academy in the best interests of pupil and staff outcomes, development, welfare and well-being.

## Principal accountabilities:

### The Principal will:

- Work collaboratively with the governing body to develop the direction, vision, values and priorities of the Academy.
- Develop, implement and evaluate the Academy's policies, practices and procedures.
- Lead and manage the continuous development of the Academy's curriculum, teaching and learning for the positive impact on pupil outcomes.
- Lead a culture of continuous improvement, through self-evaluation and improvement planning.
- Have overall responsibility and accountability for safeguarding and promoting the welfare and development of all pupils within the Academy.
- Be responsible for the organisation, management and control of the Academy in accordance with applicable legislation and relevant regulatory requirements (as an Academy), the policies of the governing body (including its annual budget) and the instrument and articles of association of the Academy.





- Carry out the role and responsibilities as 'Accounting Officer' for the Academy, ensuring financial controls conform with the requirements of the funding agreement between the Trust and the Secretary of State.
- Be a named Director at Companies House, holding joint responsibilities with the other directors of the Trust.

## Dimensions and Context

### Development and Self-improvement

The Principal will lead a culture of continuous self improvement for the Academy, including to:

- Model creative and innovative approaches to Academy improvement, particularly in the strength of the curriculum, standards of excellence and the Academy's use of technology.
- Provide challenge in the best interests of achieving excellence.
- Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other schools, universities and other public bodies, to improve learning and personal development outcomes for all pupils.
- Engage with parents/carers of pupils to develop strong relationships with the parent community and a partnership ethos between the Academy and home.
- Embed monitoring and analysis of pupil progress for children of all year groups, in a way that is most effective for all stakeholders.
- Participate in arrangements for their own further training and professional development and appraisal and review of own performance.
- Establish positive relationships with the Governing Body; through input and attendance at structured meetings, governor observation visits and informal settings.

### Pupils and Staff

The Principal will demand ambitious standards for all pupils and staff, to:

- Provide a safe, calm and respectful environment for all pupils and staff, focused on safeguarding pupils and maintaining high standards of behaviour in the Academy and in the wider community.
- Install a strong sense of accountability in staff for the impact of their work on pupils' outcomes.



- Secure excellent teaching through an analytical understanding of how pupils learn, the core features of successful classroom practice and the design and ongoing development of a creative curriculum.
- Place a high value on the progress and development of the individual child.
- Encourage pupil voice through a range of mechanisms including the School Parliament and by facilitating effective pupil feedback.
- Ensure ambitious standards for all pupils that overcome disadvantage and advance equality.
- Embed a culture of peer support as a basis for sharing best practice within the Academy.
- 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 middle and senior leaders.
- Hold all staff to account for their professional conduct and practice.
- Lead and manage staff with a commitment to their well-being, including the expectation of a healthy balance between work and other commitments.
- Deliver provision for the Academy to provide high quality professional development for all staff.
- Maintain and develop effective links with feeder universities for the benefit of sharing best practice and staff recruitment.



## Systems and Process

The Principal will ensure the Academy's systems, organisation and processes are well considered, efficient and fit for purpose, including to:

- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Ensure the financial procedures and business operations of the Academy are implemented and are compliant with the relevant regulatory requirements, including but not limited to Education and Skills Funding Agency (ESFA) requirements.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively, in particular its functions to set Academy strategy and hold the Principal to account for pupils, staff and financial performance.
- Exercise strategic financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the Academy's sustainability.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
- Consult and communicate with the governing body, staff, pupils, parents and carers.
- Lead and manage safeguarding and promoting the welfare of children.

## Standards and Competencies

The Principal will provide strong leadership with a continuous focus on improvement, through inspiring staff and pupils and holding staff to account, including:

- To hold and articulate clear values and moral purpose, focused on providing excellence in education for the pupils the Academy serves.
- To demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
- To lead by example with integrity, creativity, resilience, and clarity, drawing on experience, expertise and skills.
- To sustain wide, current knowledge and understanding of education and school systems and pursue continuous professional development.
- To ensure the business operations of the Academy, including financial management, comply with regulatory requirements and that procedures are implemented, funding and regulatory requirements are met and relevant activity is audited as required.
- To work with political understanding, within a clear set of principles centred on the Academy's vision, translating policy into the Academy's context.
- To communicate compellingly the Academy's vision and drive the strategic leadership, empowering all pupils and staff to excel.
- To build upon the Academy's success in embedding the use of technology within the curriculum and maintain (and where possible increase) the Academy's income generation opportunities in this area.



## Safeguarding

The Principal will fulfil personal responsibilities and secure compliance by those working in the Academy for safeguarding, as set out in the Children's Act, Statutory Guidance and by the local safeguarding partner arrangements. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Operating clear whistleblowing procedures.
- Sharing information with other professionals as required.
- Operating safer recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice.
- Establishing, operating and monitoring clear policies for dealing with allegations against people who work with children.
- Undertaking the role of Designated Safeguarding Lead.

## Designated Safeguarding Lead Responsibilities

To take lead responsibility for safeguarding and child protection within the Academy, including to:

### Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern, as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required.
- Refer cases where a crime may have been committed to the Police, as required.

## **Work with others**

- Act as a point of contact with the local Essex safeguarding partners.
- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with relevant staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff.

## **Raise Awareness**

- Ensure the Academy's child protection policies are known, understood and used appropriately.
- Ensure the Academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this.
- Link with the local safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Training and Record Keeping**

- Deliver appropriate safeguarding and child protection training to all staff which is regularly updated, as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure child protection files are transferred as appropriate in line with Keeping Children Safe in Education.
- Be available for staff to discuss any safeguarding concerns in line with the Academy's safeguarding arrangements.
- Make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term.
- Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with ongoing developments relevant to the role in line with Keeping Children Safe in Education, as required and at least annually.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Governing Body to carry out other appropriate duties within the context of the job, skills and grade.

The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document and the National Standards of Excellence for Headteachers.

**The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all its staff and volunteers to share this commitment.**

# Person Specification

	Criteria	Essential	Desirable
Qualifications	Graduate with Qualified Teacher Status	★	
	National Professional Qualification for Headship (NPQH)		★
Experience	Recent, relevant and successful experience as a school leader including the leadership and management of teaching and learning at a whole school level.	★	
	Experience of monitoring and improving the quality of teaching and learning.	★	
	Proven experience of developing good working relationships with all stakeholders.	★	
	Proven experience in the analysis of performance data for the purposes of target setting and evaluation.	★	
	Experience of strategic planning.	★	
	Experience of delivering a mastery approach to the teaching of mathematics.		★
	Experience of developing and delivering a creative curriculum.		★
	Experience of attending governing board/ committee meetings as a member of school staff or as a Governor.		★



	Criteria	Essential	Desirable
Professional Knowledge	Demonstration of a good understanding of school improvement planning and implementation.	✱	
	Up to date knowledge of the national curriculum, curriculum design, statutory testing, national policy, pedagogy, classroom management strategies, research/inspection findings and any other statutory requirements.	✱	
	Knowledge of the professional teaching standards and the National Standards of Excellence for Headteachers.	✱	
	Understanding of curriculum development, particularly in the development of a creative curriculum.	✱	
	Knowledge and understanding of education and the structure of schools locally and nationally.	✱	
	Understanding of the funding arrangements and regulatory requirements for an academy.	✱	
	Knowledge of employment law and performance management requirements in order to effectively implement HR procedures in the management of staff, where relevant.	✱	
	Knowledge of relevant legislation in place for the health, safety, equality and well-being of the school community.	✱	
	Understanding of how the use of technology can most effectively be embedded within the Early Years, the KS1 and KS2 curriculum.	✱	



	Criteria	Essential	Desirable
Professional Skills	Ability to monitor, evaluate, and plan strategically for school improvement and the continuous professional development of staff.	✱	
	Ability to understand and interpret complex data to inform effective decision-making.	✱	
	Ability to maintain a clear strategic and operational financial overview of the Academy.	✱	
	Skills to set and monitor a budget in consideration of the Academy's Strategic Vision and Development Plan.	✱	
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	✱	
	Ability to coach, develop and motivate all staff in a supportive environment.	✱	
	Ability to work effectively with the governing body in the rigorous monitoring and evaluation of the Academy.	✱	
	Ability to monitor and evaluate the work of others; to offer support, intervention and development where necessary.	✱	
	Ability to hold difficult conversations in the best interest of the Academy.	✱	
	Ability to deploy a range of effective communication and listening skills, dependent on the context, situation and/or audience.	✱	
	Ability to plan, prioritise and delegate effectively.	✱	

	Criteria	Essential	Desirable
Philosophy	Belief in the provision of a broad and balanced creative curriculum from Early Years to end of Key Stage 2.	★	
	Vision to develop a culture for learning and set high expectations for achieving success for all.	★	
	Ability to raise standards and achieve the highest standards of achievement for young people.	★	
	Work to high professional standards, strategically and operationally, leading by example.	★	
	Maintain excellent and respectful behaviour from the whole academy community.	★	
	Develop effective partnerships in the best interest of the Academy community.	★	
	Ability to carry out the duties of the Principal with an overarching ethos of care for the Academy.	★	
	Commitment to the development of staff and a culture of generating new ideas.	★	



	Criteria	Essential	Desirable
Personal qualities	Inspire staff in delivering the Academy's Strategic Vision.	✱	
	Excellent leadership, management, motivational and communication skills with the ability to respond effectively to change and challenge.	✱	
	Lead, manage and co-ordinate staff through an effective team based approach.	✱	
	Demonstrate optimistic personal behaviours and attitudes to build positive relationships and be visible and accessible to staff, pupils and parents.	✱	
	A strong sense of professional and fair judgement that can be relied upon to inform effective decision making.	✱	

