



Principal Recruitment Information Pack

Ravens Academy

Nayland Drive
Clacton-on-Sea
Essex
CO16 8TZ





A Welcome from Our Chief Executive Officer

**Thank you for your interest in joining Academy Transformation Trust.
As CEO, I am delighted you are thinking of joining us.**

Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT, we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are

supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.



A handwritten signature in black ink, appearing to read 'Mark McCourt', written in a cursive style.

Mark McCourt
Chief Executive Officer
Academy Transformation Trust



About **Ravens Academy**

Ravens Academy is a welcoming and inclusive primary academy that is part of Academy Transformation Trust (ATT), committed to ensuring that every child and adult is supported to belong, become and thrive. The academy joined ATT in 2013 and serves its local community in Clacton-on-Sea, Essex, working in close partnership with families and the wider community to improve life chances for children.

Ravens Academy is a one-form entry primary school with a Published Admission Number of 30 per year group, catering for pupils aged 3–11. Its size enables leaders and staff to know pupils well, build strong relationships, and create a culture where children feel safe, valued and confident to take risks in their learning. This small-school context provides a powerful foundation for belonging, aspiration and high expectations for all.

The academy is rooted in ATT's 2030 vision of developing capable, competent and confident learners, and is committed to inclusive practice, high-quality teaching and strong personal development. Ravens Academy places equal value on academic success and on developing pupils' character, confidence and understanding of the world around them, preparing them well for the next stage of education and life beyond school.

As part of Academy Transformation Trust, Ravens Academy benefits from robust Trust support, professional collaboration and shared expertise across a national family of schools. The Trust expects Principals to be culture-shapers and system leaders: visible, values-led and resolutely focused on improving outcomes for children, while contributing positively to the wider Trust and the education sector.

Community connection is central to the academy's identity. Ravens Academy actively engages with local partners and provides pupils with meaningful experiences that broaden horizons, strengthen social responsibility, and support personal growth. This outward-looking approach reflects ATT's commitment to schools as anchors in their communities and leaders in shaping a more inclusive and equitable system.

This is an opportunity to lead a school where relationships matter, leadership is rooted in values and purpose, and the focus is firmly on helping every child and adult to flourish. The successful Principal will be someone who can combine strong educational leadership with compassion, inclusion and ambition, aligning school improvement with ATT2030 and contributing to a Trust-wide mission of Belonging & Becoming.

Location of Ravens Academy & other ATT Academies



About

Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – Skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – Confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – Diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Why Lead a School at Academy Transformation Trust?

At Academy Transformation Trust (ATT), we believe that excellent schools are led by empowered, confident principals who are trusted to lead with integrity, professionalism and ambition for their communities.

Our People Strategy 2025–2030 places Principals at the centre of our Trust’s success. We are committed to creating the conditions in which school leaders can be Capable, Competent and Confident — leading schools where pupils and staff thrive.

Principals as Strategic Leaders

ATT is a high-trust, high-accountability organisation. We are clear that Principals are first and foremost strategic leaders of their schools, not operational functionaries. You can expect:

- genuine professional trust and autonomy
- clarity of role, responsibility and accountability
- a strong, supportive relationship with the central Trust as an expert partner, not a command-and-control function
- accountability that is professional, dialogic and focused on improvement, not compliance

We believe the best outcomes for pupils are achieved when Principals are trusted to exercise leadership judgement within a clear, ethical and well-understood framework.

An Inclusive & Values-Driven Trust

ATT is committed to being an inclusive workplace where leaders and colleagues are treated with dignity, experience

belonging, and have equitable access to development and opportunity. Inclusion is fundamental to our definition of excellence — not an optional extra.

We expect Principals to role-model inclusive leadership and professional accountability, and we support them to do so through Trust-wide learning, collaboration and development.

Leadership Development and System Support

We know that sustainable school leadership requires investment, challenge and partnership. As a Principal at ATT, you will benefit from:

- structured leadership development and professional learning
- access to peer networks and cross-Trust collaboration
- expert central support that enables, challenges and strengthens leadership practice

We aim to reduce unnecessary burden, streamline systems and ensure that Principals can focus their time and energy on what matters most: excellent leadership, strong culture and improved outcomes for pupils.



Leading beyond your school

ATT is outward-facing and ambitious for the wider education system. We actively contribute to sector development, leadership sustainability and shared learning. As a Principal in ATT, you will be encouraged and supported to:

- contribute to Trust-wide improvement
- collaborate across schools and roles
- develop as a system leader, not just a school leader

Join us

If you are a values-driven leader who believes in trust, inclusion, professional accountability and continuous improvement — and who wants the space and support to lead with impact — ATT offers an environment where Principals can lead, grow and make a lasting difference.

Continuous Improvement Model

at Academy Transformation Trust

Continuous Improvement Partners

At Academy Transformation Trust, Principals do not lead improvement in isolation. They are supported by a Continuous Improvement Partner (CIP) — a senior, regionally based leader who works alongside Principals to strengthen culture, capability and outcomes across the Trust.

The CIP role is a core part of ATT's Continuous Improvement Model and reflects our commitment to being a high-trust, high-accountability organisation.

The Role of the Continuous Improvement Partner

Continuous Improvement Partners are responsible for embedding a culture of continuous improvement across a cluster of academies, working across phases and contexts. Their role is to:

- work in close partnership with Principals to shape and deliver strategic improvement priorities aligned to ATT2030
- support leaders to implement improvement in a disciplined, evidence-informed and iterative way
- facilitate professional dialogue that deepens thinking, strengthens leadership judgement and builds confidence
- help leaders understand impact, sustainability and scalability — not just short-term outcomes

CIPs do not replace Principals' leadership. Instead, they act as expert partners and professional challengers, strengthening leadership capacity and confidence at academy level.

What this Means for Principals

As a Principal at ATT, you can expect your Continuous Improvement Partner to:

- work with you to clarify strategic intent, ensuring priorities are focused, purposeful and understood
- support you to lead improvement through culture, practice and professional learning, rather than compliance
- use structured continuous improvement methodologies to help identify what is working, what needs strengthening, and how to adapt effectively
- provide informed challenge and support through evidence-based professional dialogue, aligned with Ofsted's focus on intent, implementation and impact
- help reduce isolation by connecting you to wider Trust learning and cross-phase collaboration

This support is designed to help Principals and their leadership teams become capable, competent and confident leaders of sustained improvement.

A High-Trust Improvement Relationship

The relationship between Principals and Continuous Improvement Partners is built on **professional trust, clarity and shared responsibility**.

- Decision-making remains firmly with the Principal, close to pupils and communities.
- The CIP provides expertise, challenge and partnership, not command-and-control oversight.
- Accountability is improvement-focused, dialogic and ethical — consistent with ATT's People Strategy and Ofsted expectations for leadership and governance.

Supporting a Self-Improving Trust

Through Continuous Improvement Partners, ATT is building a **self-improving school system** that:

- strengthens leadership capacity at every level
- supports Principals to lead confidently across complex contexts
- enables consistent improvement without uniformity
- values learning, reflection and sustainability over performative compliance

For Principals, this means being **trusted to lead**, while being **well supported to improve**.







Job Description

Principal

The Principal is the strategic and cultural leader of the academy, responsible for shaping an inclusive, high-performing learning community aligned to ATT2030 and the Trust's People Strategy 2025–2030.

The role is to create the conditions in which pupils and colleagues can be **capable, competent and confident** – through strong culture, purposeful leadership, professional trust and sustained improvement. The Principal is accountable for educational standards, but equally for the culture, values and professional behaviours that enable those standards to be achieved and sustained over time.

Job Title: Principal

Line Manager: Continuous Improvement Partner

Salary: STPCD Leadership Scale L11-L17

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented. We particularly welcome applicants from under-represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion or belief.

Ravens Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's safeguarding policies and procedures.

Strategic & Cultural Leadership

- Lead the academy as a **values-driven learning community**, ensuring ATT2030 is realised through everyday practice, culture and decision-making.
- Shape and sustain a culture where pupils and colleagues can be **capable, competent and confident**, recognising that culture is the foundation of sustained excellence.
- Act as a **culture-shaper**, not only a standards-raiser, modelling professionalism, integrity, inclusion and ethical leadership.
- Set clear strategic direction and priorities that are understood, owned and enacted consistently across the academy.

Educational Quality & Improvement

- Secure strong educational outcomes for all pupils by **aligning curriculum, teaching, assessment and professional development** within a coherent improvement strategy.
- Ensure improvement planning is purposeful, evidence-informed and focused on long-term impact rather than short-term compliance.
- Monitor and evaluate impact rigorously, using professional dialogue and reflection to drive continuous improvement.

Inclusive Leadership & Belonging

- Lead inclusively, ensuring equity, dignity and belonging are embedded in the academy's culture, systems and relationships.
- Promote high expectations for **all pupils and all colleagues**, including those who are disadvantaged or vulnerable.
- Ensure safeguarding is not only effective, but understood and lived as a **shared cultural responsibility**.

Developing People & Leadership Capacity

- Enable colleagues to grow as **capable, competent and confident professionals** through high-quality professional learning, coaching and leadership development.
- Build leadership capacity at all levels, ensuring sustainability and resilience within the academy.
- Prioritise staff workload, wellbeing and professional respect, recognising their centrality to educational quality and retention.

Professional Accountability & Governance

- Work in partnership with the Local Governing Body and Trust leaders through **professional, evidence-informed dialogue** that supports challenge and improvement.
- Exercise sound professional judgement within ATT's **high-trust, high-accountability framework**, acting ethically and transparently.
- Ensure effective use of resources, compliance with statutory duties and strong risk management, without losing focus on educational purpose.

System Leadership & Contribution to the Trust

- Contribute actively to Trust-wide improvement, collaboration and learning, recognising the Principal's role as a **system leader**, not only a school leader.
- Work constructively with central Trust teams as **expert partners**, using support and challenge to strengthen practice and outcomes.
- Share effective practice and support the development of leadership across ATT.

Person Specification

Principal

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<p>Has qualified teacher status.</p> <p>Holds NPQH or evidence of further study in education</p> <p>Held variety of roles and responsibilities with leadership experience</p>	<p>Undergone safer recruitment training</p> <p>Evidence of recent and relevant continuing professional development</p>	<p>Application Form / Checking and Original Copy evidence</p>
Leading at ATT	<p>Demonstrates a clear understanding that culture drives standards, and can evidence shaping positive, inclusive and high-expectation school cultures.</p> <p>Leads in a way that develops colleagues to be capable, competent and confident, rather than relying on compliance or directive leadership.</p> <p>Exercises sound professional judgement and is comfortable leading within a high-trust, high-accountability environment.</p> <p>Models inclusive leadership, ensuring dignity, belonging and equity are integral to school culture and practice.</p> <p>Sees themselves as a system leader, contributing beyond their own academy to Trust-wide improvement and leadership capacity</p>		
Experience	<p>Experience of senior leadership in Primary education</p>	<p>Experience of leading safeguarding</p>	<p>Application Form/Formal Interview</p>

	Essential	Desirable	How will this be demonstrated
	<p>Substantial, successful and varied teaching across the Primary age range</p> <p>Working with children with a variety of needs</p>	Experience of Headship	
Safeguarding	<p>Displays commitment to the protection and safeguarding of children and young people</p> <p>Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</p> <p>Will co-operate and work with relevant agencies to protect children</p>	Holds training and qualification for 'designated child protection'	Application Form/Checking and Original Copy evidence/Formal Interview
Shaping the Future	<p>Demonstrate strategic thinking and build on a coherent vision for an inclusive academy</p> <p>Demonstrate creativity, innovation and use of appropriate technologies to ensure the academy 'achieves excellence'</p> <p>Will ensure our vision is clearly articulated, shared and implemented in a range of compelling ways</p> <p>Can motivate and enthuse all staff in the development of the academy</p> <p>Can lead and respond effectively to change and challenge</p>	Has had significant experience, within a primary school / academy of leading and bringing about effective school improvement	Application Form/Formal Interview
Leading, Learning, and Teaching	<p>Demonstrates excellent understanding of the principles of effective teaching and learning in all phases</p> <p>Has excellent and current knowledge of all curriculum requirements and can implement, monitor and support these effectively</p> <p>Can articulate and demonstrate characteristics of outstanding teaching and learning for pupils of all abilities</p> <p>Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning of all students</p>	<p>Has a track record of securing high standards and at least good progress for all pupils</p> <p>Is an outstanding classroom practitioner within primary education</p> <p>Has a track record that demonstrates the very best quality of teaching and learning for all pupil groups including</p>	Application Form/Formal Interview

	Essential	Desirable	How will this be demonstrated
	<p>Has a successful, proven track record of monitoring, evaluating and improving the quality of teaching and learning</p> <p>Has an excellent understanding of assessment and how it can be used to improve pupil progress</p> <p>Is committed to continuous learning for all</p> <p>Is able to design and manage the whole primary curriculum</p>	<p>SEND and vulnerable pupils</p> <p>Has a proven track record in setting challenging targets, monitoring and evaluating effectively to challenge poor performance and celebrate success</p> <p>Is familiar with the work of Doug Lemov and the strategies that are 'Teach Like a Champion'</p>	
Developing Self and Working with others	<p>Can develop and maintain effective strategies and procedures for staff induction, professional development and performance review</p> <p>Can ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities</p> <p>Develop and maintain a culture of high expectation for self and for others</p> <p>Review own practice, set personal targets and take responsibilities for personal development</p> <p>Manage own workload and that of others to allow appropriate work/life balance</p>	<p>Can demonstrate a proven track record of developing self within an educational context</p>	<p>Application Form/Formal Interview</p>
Managing the organisation	<p>Has the ability to articulate and communicate the vision and values that make the academy unique</p> <p>Has the ability to secure high levels of engagement from staff which enable excellent pupil achievement</p> <p>Has the enthusiasm to take the academy forward through a process of change, development and on-going improvement which is based on critical evaluation, sound planning and challenging targets</p>	<p>Has a proven track record in understanding and applying the principles of academy financial management and planning</p> <p>Has a proven track record in demonstrating best value</p>	<p>Application Form/Formal Interview</p>

	Essential	Desirable	How will this be demonstrated
	<p>Has the ability to facilitate the successful development of the academy site</p> <p>Has the experience of recruiting, selecting and interviewing staff</p>		
Securing accountability	<p>Can maintain an effective working relationship with the Local Academy Committee to enable them to meet their statutory responsibilities for learning, teaching and standards</p> <p>Is committed to making the academy effectively work towards the academic, spiritual, moral, social, emotional and cultural development of its pupils</p> <p>Is committed to regular, rigorous self-evaluation and can address under performance promptly to bring about improvement and progress relating to all pupils</p> <p>Can ensure statutory responsibilities in health and safety and safeguarding are fulfilled</p> <p>Has experience of using evidence including external performance data to maintain and improve academy performance</p> <p>Can ensure that all individual staff accountabilities are clearly defined, understood and reviewed with all staff held to account for their performance</p>	<p>Has a proven track record of presenting all aspects of academy performance to a range of audiences including Governors, parents and wider community</p>	<p>Application Form/Formal Interview</p>
Strengthening community	<p>Significant experience of working effectively with parents/carers and the local community</p> <p>Is able to develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes</p> <p>Can communicate persuasively and sensitively the ethos of the academy and values of Academy Transformation Trust to the local community</p> <p>Committed to community provision</p>	<p>Has a proven track record in building and maintaining effective relationships with all members of the academy community to enrich learning</p>	<p>Application Form/Formal Interview</p>

	Essential	Desirable	How will this be demonstrated
Other	Demonstrates Integrity Promotes and defends equal opportunities Commitment to the safeguarding and welfare of all pupils This post is subject to an enhanced Disclosure and Barred Service check		Application Form/Formal Interview

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of your application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



How to Apply

Location: Ravens Academy, Clacton-on-Sea, Essex

Start date: September 2026

Closing date for applications: Thursday 14th May 2026

Interview Dates: Week Commencing 18th May 2026

Salary: STPCD Leadership Scale L11-L17

Applications can be made via our recruitment website **MyNewTerm**.

Potential applicants are encouraged to arrange an informal discussion with Mark McCourt, CEO of ATT, ahead of submitting an application. Please contact Karen Robson, PA to the CEO, by email on Karen.Robson@attrust.org.uk to agree a time.

Academy Transformation Trust

