



Principal Candidate Information Pack



David Ross Education Trust
Broadening Horizons

ABOUT THE DAVID ROSS EDUCATION TRUST

Our mission is to broaden the horizons of our pupils through the provision of a world-class education. A vision that is ambitious, broad and knowledge-rich; and, through an exciting learning environment, inspires pupils to become their confident, academic best, equipping them to live full, rich and successful lives.

Such an ethos demands that both as a Trust and as individual schools, we bring together best practice from across the independent and state sectors, to ensure high expectations and outcomes for our pupils. In practice, this ethos is driven by four core values, which enable our community to thrive:

OUR VALUES

- ★ Aspiration Always aiming high
- ★ Ambition Being the best we can be
- ★ Courage Nothing holds us back
- ★ Respect Always leading by example

Every school in our Trust is special. From our overall strategy flows the work of our 36 school teams who bring a unique identity and culture to their world. The Trust operates across a number of regions with academies working with each other as part of a network so that they can share skills and knowledge, allowing them to benefit and learn together.

The Trust is committed to investing in the ongoing professional development of staff and to providing career progression opportunities.

WELCOME

We are delighted that you are considering joining us as Principal at Malcom Arnold Academy

Malcolm Arnold Academy is an exciting place to be – a vibrant hub based in the centre of Northampton, where leaders have worked hard over previous years to embrace and engage the school community in its fullness, harnessing the vision to create a world class education for all who are part of the Malcolm Arnold Academy family.

The governing body is diverse, committed and mission driven – we work collaboratively with leaders at all levels to ensure we are the champions of the fantastic work taking place across the academy and beyond, dedicated to being part of the 'beating heart' of school life in a way that is most useful to leaders, and supports the best possible outcomes for young people.

As Chair, it is a huge privilege to return to serve the school and its community in this way – having begun my educational career at Malcolm Arnold Academy over a decade ago. During this time, the school has continued to grow from strength to strength – and we will be delighted to work with the successful post-holder, giving our full support on your pursuit to provide the best possible education for our community.

Jolen Grantham
Chair of Governors



MALCOLM ARNOLD ACADEMY

Principal – Academy Leadership Opportunity

Lead with purpose. Drive improvement. Deliver exceptional outcomes.

We are seeking an exceptional Principal with a proven track record of effective, rigorous and strategic leadership to lead our academy through its next phase of development.

This is an opportunity for an ambitious and highly motivated leader who can translate vision into action, establish consistently high expectations and lead sustained improvement in teaching, behaviour and pupil outcomes. You will be a visible, credible and values-driven leader who combines strong strategic thinking with the rigour, pace and determination required to secure excellent outcomes for every pupil.

Strategic Leadership and School Improvement

- Provide clear, purposeful and strategic leadership, establishing a compelling vision for the academy and securing the commitment of staff, pupils, parents and the wider community.
- Develop and deliver a robust improvement strategy that identifies the key priorities for improvement, sets ambitious measurable targets and ensures relentless focus on impact.
- Lead a culture of high expectations, accountability and continuous improvement, ensuring that improvement activity translates into sustained and measurable gains in pupil outcomes.

Teaching, Learning and Assessment

- Place high-quality teaching and learning at the heart of the academy's improvement strategy, ensuring that classroom practice consistently supports strong pupil progress and achievement.
- Establish clear expectations for excellent teaching and ensure that these are understood, implemented and sustained by all staff.
- Lead a rigorous and evidence-informed approach to the monitoring, evaluation and improvement of classroom practice that is proven to raise standards and improve outcomes

Pupil Achievement, Culture and Personal Development

- Maintain an unrelenting focus on strong academic outcomes, ensuring that ambition is matched by effective implementation, rigorous evaluation and timely intervention.
- Ensure that the provision for disadvantaged pupils and pupils with additional needs is targeted and effective so they may achieve highly.
- Provide a high quality programme of enrichment and extracurricular opportunities that broadens pupils' experiences, develops character and supports their future aspirations.

The Opportunity

This role will suit an accomplished senior leader who can demonstrate proven success in leading improvement and securing strong outcomes. You will bring intellectual rigour, strategic clarity and a relentless focus on implementation, alongside the ability to inspire and bring people with you.

Above all, we are looking for a Principal who believes passionately in the potential of every young person and who has the leadership expertise, determination, courage and drive to turn that belief into measurable and sustained improvement.

If you are an ambitious and proven leader ready to lead with purpose, drive meaningful improvement and deliver exceptional outcomes for pupils, we would be delighted to hear from you.

About our Academy

We are a Church of England Academy, where we nurture pupils and staff, of all faiths and none. To live and to celebrate "life in all its fullness" (John 10:10) is our mission as a school community. At Malcolm Arnold Academy, everyone belongs. Our culture is one where we love, respect and value everyone. Our corridors ring with the sound of expert teaching, beautiful scholarly answers from pupils and the rich endeavour of people hard at work.

We aspire to the highest expectations for our pupils and staff, to ensure we are all the best we can be. We value drive, rigour and determination to achieve our goals, whether academic, sporting, music, the arts or our personal development.

We strive to inspire participation, motivate our students and develop their talents, well beyond our walls.

ENRICHMENT

AT MALCOLM ARNOLD ACADEMY



Our co-curricular and enrichment offer is exceptional: there is something for everyone, from beginner to expert. We recognise that 'talent' is connected to opportunities and we are devoted to offering all our students the opportunity to engage with a wide range of activities.

Our Music and Sport provision is renowned - Ofsted described both as "exceptional", and our music department featured as a case study in the 2022 National Plan for Music Education. The school has a reputation for sporting excellence, fierce competitiveness and achieving great sporting potential.

We ensure students are enriched by a broad range of sport, art and musical opportunities that are ambitious in scope and belong to every child, providing meaningful experiences as a lever of school improvement.

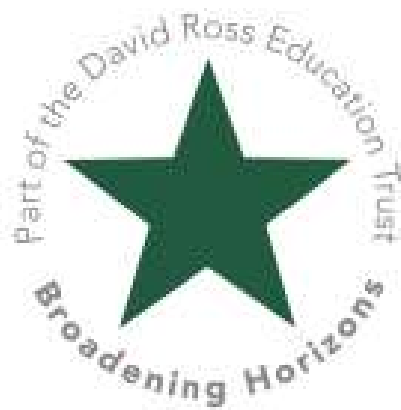
Our sporting success is clear to see.

Within the Trust, Malcolm Arnold Academy have won the Summer Cup a record eight times, with victories in Cross Country, Football, Rugby and Hockey. We reach many County finals and test ourselves against large independent schools.

We have a strong partnership with Northampton Saints Rugby Club, to offer the best coaching we can, along with a hockey performance programme which is bespoke to our academy and the state sector.

Malcolm Arnold Academy doesn't treat enrichment as a bolt-on. It is embedded and championed in everything we do, and in the life of our pupils.





JOB DESCRIPTION

Job Title:

Principal

Location:

Malcolm Arnold Academy

Trinity Avenue, Northampton, NN2 6JW

Job Purpose:

The Principal is accountable to the Regional Director and the Trust for ensuring the educational success of the Academy within the overall framework of relevant legislation, best practice and available resources made available by the David Ross Educational Trust.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Regional Director

Key Relationships:

Internal: Trust Executive/Senior Management Team, Academy Principals, Leaders, Staff and Pupils.

External: The Church of England, the Diocese of Peterborough, other Multi Academy Trusts, Northamptonshire West Local Authority, regulatory and statutory bodies, parents and carers.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

STRATEGIC DIRECTION AND DEVELOPMENT

- ★ Create and communicate a shared vision for the academy that inspires stakeholders and reflects the wider vision and values of the Trust, and translate that vision into annual objectives and operational plans.
- ★ Develop the annual strategic plan that drives academy improvement through the delivery of a knowledge-rich curriculum and a warm but strict approach to behaviour management.
- ★ Lead curriculum development, ensuring that students benefit from the most rigorous and academic diet, challenging them from their first day in year 7 and building on their schema in a logical and coherent narrative through to year 11, to achieve excellent outcomes.
- ★ Work closely with other academies inside and outside the Trust, and all key stakeholders to achieve this vision and secure their commitment to its enhancement.
- ★ Show highly visible service leadership, driven by a clear moral imperative to education and achieving excellent pupil outcomes.

LEADERSHIP OF TEACHING, LEARNING AND ASSESSMENT

- ★ Ensure that high quality teaching and learning is at the centre of strategic planning.
- ★ Support colleagues through a workload review programme ensuring that all work required of colleagues is meaningful and has purpose for the students and, if it is not both of those things, be brave enough to review and adapt it.
- ★ Rigorously monitor, evaluate and review classroom practice, implementing strategies to ensure the highest standards of teaching and learning are achieved and maintained.
- ★ Stay abreast of evidence-based research ensuring that this informs pedagogy, assessment and planning.

- ★ Establish and implement an annual cycle of assessment and rigorous quality assurance monitoring and evaluation, mirroring the Trust's approach; that challenges under-performance at all levels but also runs alongside a programme of teacher development and coaching to ensure that all staff are supported to deliver high quality teaching.
 - ★ Implement a rigorous and forensic approach to monitor pupil progress using data and benchmarks to identify individual and group achievement.
 - ★ Develop and implement a range of high quality enrichment and extra-curricular activities that meet the Trust's aspirations for pupils.
 - ★ Create and maintain a high quality, stimulating environment that encourages all pupils to fulfil their potential and maintain a lifelong enthusiasm for learning and personal development.
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ACADEMY MANAGEMENT

- ★ Work with the Trust Board and the Academy Scrutiny Committee, providing information, objective advice and support to enable the Trust to meet its responsibilities.
- ★ Develop and sustain an organisational structure which raises standards and ensures the Academy functions effectively, is financially viable and offers value for money.
- ★ Effectively manage the academy on a day to day basis ensuring that all Trust policies, including those relating to safeguarding and health and safety are fully adhered to.
- ★ Take responsibility as defined in the health and safety policy to ensure that all appropriate risk assessments are carried out.
- ★ Develop and implement robust systems of pastoral care to support the high quality personal development of all pupils and undertake responsibility for promoting and safeguarding the welfare of all pupils.
- ★ Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

STAFF

- ★ In conjunction with Trust Directors, Academy Scrutiny Committee and senior colleagues recruit, train and retain teaching and education support staff.
- ★ Advise the Trust and Academy Scrutiny Committee on the performance, competence and capacity of teaching and education support staff.
- ★ Carry out the performance reviews of all relevant staff in line with the published Trust calendar and deal effectively with staff under-performance in line with Trust and Academy policies.
- ★ Motivate and assist staff by identifying and addressing areas for development and building on their strengths to support Academy and Trust succession planning through high quality ongoing professional development and training.

FINANCE

- ★ Determine appropriate priorities for expenditure, allocating funds effectively within the context of the annual budgetary cycle and academy improvement priorities.
- ★ With the Trust's Chief Financial Officer and Finance Business Partners, manage agreed budgets, ensuring effective administration and value for money.

SAFEGUARDING

- ★ Be committed to promoting the welfare of all children and creating a safe environment in which children can learn - considering, at all times, what is in the best interests of the child.
- ★ Ensure that all Trust safeguarding policies and practices fully meet the latest national statutory guidelines and are updated and published as required.
- ★ Ensure all staff are fully trained and aware of their responsibilities. Work with all relevant agencies to protect pupils.
- ★ Ensure recruitment procedures have rigour in identifying and rejecting people who might abuse children.

COMMUNITY

- ★ Continue to establish a strong civic leadership presence within Northampton town and Northamptonshire.
- ★ Develop and maintain a culture and curriculum that takes into account the richness and diversity of the local and wider communities.
- ★ Create and maintain effective partnerships with parents and carers to support and improve pupils' achievement and personal development.
- ★ Seek opportunities to invite parents and carers, community figures, businesses or voluntary sector agencies, clubs and societies into the academy to enrich pupils experiences.

SUPPORTING THE WORK OF THE TRUST

- ★ Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across Trust Academies; and support other staff in participating in Trust work.
- ★ Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the academy and the Trust in a national and local context.

DIMENSIONS OF THE JOB

- ★ Must comply with all Trust policies and procedures, specifically those relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection.
- ★ Work within broad practice and managerial direction making decisions that positively impact upon the educational success of the Academy and its pupils.

PERSON SPECIFICATION

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

- ★ Good degree with QTS and a nationally recognised leadership certificate (e.g. NPQH or Teaching Leaders).
- ★ Qualified teacher status with experience in a secondary school.

EXPERIENCE

- ★ Experience as a successful Principal or Head of School/Vice Principal in a similar school.
- ★ Clear evidence of successful and impactful school improvement leadership and development.
- ★ Clear evidence of having raised standards of achievement at all levels including key pupil groups (PP, SEND) Successful experience of curriculum leadership and development.
- ★ Clear evidence of strategic management, resource management, development planning, personnel management and financial management skills.
- ★ Experience of rigorous whole school monitoring and evaluation of the quality of teaching and learning and pupil outcomes.
- ★ Successful experience of promoting equality and diversity, inclusion and appropriate strategies for children with special educational needs.
- ★ Successful experience of working with children from disadvantaged backgrounds and with Special Educational Needs (SEND).
- ★ Successful management of OFSTED process.

PERSON SPECIFICATION

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

SKILLS AND KNOWLEDGE

- ★ Evidence of being an excellent teacher.
- ★ In-depth knowledge and understanding of current local, regional and national educational priorities.
- ★ Ability to strategically plan and deliver effective training and development programmes which meet identified needs within the academy and deliver impactful improvement.
- ★ Ability to undertake effective interpretation, analysis and use of data to support effective strategic planning.

INTERPERSONAL AND COMMUNICATION SKILLS

- ★ Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- ★ Emotional resilience in working with challenging behaviours, and maintaining discipline.
- ★ Well-developed interpersonal and communication skills (including written, oral and presentation).
- ★ Ability to develop and maintain good relationships with staff, parents, governors and the community.

ADDITIONAL REQUIREMENTS

- ★ Demonstrate strong working knowledge of school finance and HR, with the ability to manage resources effectively, ensure compliance and make informed strategic decisions that support impactful improvement.
- ★ Excellent ICT skills including MS Office.
- ★ Ability to work flexibly, including some weekends, evenings as and when required.

GENERAL RESPONSIBILITIES

Equal Opportunities

- ★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.

Safeguarding

- ★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.
- ★ Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.
- ★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.

Health and Safety

- ★ Aware of Health & Safety and Safeguarding as appropriate to role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.



BOBBY MOORE
ACADEMY



Rockingham
Primary School
Broadening Horizons



Falconer's Hill
Academy
Broadening Horizons



Greenfields
Primary School & Nursery
Broadening Horizons



BARNES WALLIS
ACADEMY
Broadening Horizons



Thomas Middlecott
Academy
Broadening Horizons



LODGE PARK
ACADEMY
Broadening Horizons



Cedar Road
Primary School
Broadening Horizons



BOOTH WOOD
ACADEMY
Broadening Horizons



KINGS HEATH PRIMARY ACADEMY
Broadening Horizons



King Edward VI
Academy
Broadening Horizons



Havelock Academy
Broadening Horizons



FAIRFIELD
ACADEMY
Broadening Horizons



CHARLES READ
ACADEMY
Broadening Horizons



WOLD
ACADEMY
Broadening Horizons



Charnwood
Forest
Nursery
Broadening Horizons



Briar Hill
Primary School
Broadening Horizons



Ingoldby Academy
Broadening Horizons



SGS
Secondary Grammar School
Broadening Horizons



Eresby School
Broadening Horizons



THE RICHMOND
PRIMARY ACADEMY
Broadening Horizons



Eastfield Academy
Broadening Horizons



Charnwood
College
Broadening Horizons



WELTON
CE ACADEMY
Broadening Horizons



Thomas Hinderwell
Primary Academy
Broadening Horizons



THE ARBOURS PRIMARY ACADEMY
Broadening Horizons



Malcolm Arnold
Academy
Broadening Horizons



Newnham
Primary School
Broadening Horizons



MALCOLM ARNOLD
PREPARATORY SCHOOL
Broadening Horizons



EDWARD HENAGE
PRIMARY ACADEMY
Broadening Horizons



QUAY ACADEMY
Broadening Horizons



HOGSTHORPE PRIMARY ACADEMY
Broadening Horizons



Bringhurst
Primary School
Broadening Horizons



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