



Globe
Academy

Principal

Candidate Brief January 2012



January 2012

Dear school leader,

Thank you for taking the time to find out more about Globe Academy in Southwark. This information pack introduces the academy, ARK Schools (who sponsor the academy) and the role of Principal.

Globe Academy opened as a new age 3 to 18 academy specialising in mathematics and the performing arts in September 2008 and moved into stunning new facilities in September 2010. The academy replaced the existing Geoffrey Chaucer Technology College and Joseph Lancaster primary school and sought to overturn a legacy of underachievement. It has made rapid progress since its opening. Both GCSE and primary attainment have risen steadily and in 2011 Ofsted graded it as 'Good' with 'Outstanding Capacity for Sustained Improvement'. In November Globe won the 'Outstanding Academy Award' at the Education Business Awards. Its reputation in its community has soared with increasing numbers of parents making it a school of choice. Its achievements are also recognised nationally. In addition to the Prime Minister and the Secretary of State for Education, its guest list includes President Barack Obama on his only UK school visit.

After a successful tenure our current Principal, Jason Baigent, is moving on to a new challenge to open a school close to the Olympic site. We are looking for an exceptional leader who can build on and consolidate the academy's early successes, further develop excellent teaching and learning and inaugurate Globe Academy's sixth form, to make this a truly outstanding academy for pupils of all ages.

The new Principal will lead a dedicated staff team, committed to raising attainment across all subjects from reception to sixth form, and a happy school community which has responded well to the high expectations since the academy opened. The Principal will work in stunning, modern buildings with an able and motivated senior leadership team (including the primary and secondary heads). The new Principal will also launch and establish the sixth form that will realise ARK Schools' and Globe Academy's goal of enabling pupils to gain the qualifications and skills that will enable them to go on to a good university.

Globe Academy, like all ARK's schools, is defined by its uncompromising aspiration for its pupils. We are looking for a strong leader with proven experience of raising attainment and the skills and talent to make Globe an outstanding academy. The successful candidate will be highly motivated, have great interpersonal skills and the ambition and personality to take on and develop the academy. They will share ARK Schools' philosophy that our role is to ensure that every pupil fully realises their potential and you will be committed to helping all Globe's pupils secure the highest levels of academic and extracurricular achievement.

If you would like to discuss the role or have any queries, please contact Alexia di Marco on 0203 116 0740 or alexia.dimarco@arkonline.org. We will also happily put you in touch with the current Principal, Jason Baigent, to hear more about the school and the opportunity of a lifetime.

For further information, please visit www.globeacademy.org. To apply, please complete our online application form via: <https://application.arkschools.net/?r=CMxVPpxw> by **9am on Thursday 16th February**.

We wish you the best with your application.

Yours sincerely,



Lucy Heller
ARK Schools, Managing Director

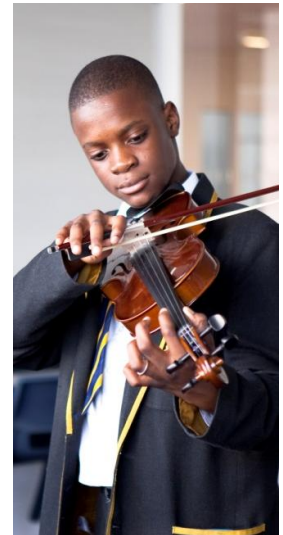


Paul Marshall
Globe Academy Chair of Governors

Academy ethos

Globe Academy has exceptionally **high aspirations** for all its students. In practice that means that:

- In our **primary school**, our aim is that at least 90% of pupils will reach level 4a in both English and Mathematics by the end of year 6, so that they are on track for strong academic results by the end of secondary school.
- In **secondary school**, our aim is that at least 80% of pupils will make the ARK expected level of progress and that at least 80% in each school achieve five or more GCSEs including English and Mathematics at grade C or above.
- In the **sixth form**, our aim is that at least 80% of students will qualify for a good university and all will secure a university place, job or training course.



These are challenging goals, especially when many pupils start secondary school with below average prior attainment. That is why we have paid careful attention to every detail of how the academy is planned.

Progress and attainment

The school is making good progress to achieve these goals. In just three years the school has moved from being placed into special measures by Ofsted to being graded ‘Good’ with ‘Outstanding Capacity to Improve’.

Globe Academy primary school’s year 6 results showed significant improvement this year, exceeding the national average in both English and Mathematics

	Globe Primary 2011	National 2011
English level 4+ (%)	93	81
English level 5 (%)	14	29
Maths level 4+ (%)	93	80
Maths level 5 (%)	39	35

At secondary too, Globe is making good progress. In 2008, the summer before Globe opened as an academy, just 26% of its pupils achieved five A-Cs at GCSE including English and mathematics. In 2011, three years since opening, 45% of pupils made the overall benchmark and 66% of pupils achieved A-C in maths (national attainment 59%). Progress in English and mathematics has risen by 22 and 24 percentage points respectively in the three years since opening.

	Years open	English A*-C (%)			Maths A*-C (%)		
		Predecessor school	2011 ARK	Change (ppts)	Predecessor school	2011 ARK	Change (ppts)
Globe Academy	3	33	54	+22	42	66	+24

The academy’s top priority is now to further develop and consolidate this progress.



Academy Structure

Globe Academy is run as four small schools: a primary school, two key stage 3 schools and a key stage 4 school, soon to be joined by its sixth form. Each has its own headteacher, and dedicated staff, learning and recreation areas and entrances. This ensures that strong relationships develop between pupils and staff and helps maintain a culture of excellent behaviour and shared social norms. While each small school is relatively self contained, all pupils benefit from the outstanding facilities and resources of the academy as a whole.

Curriculum: depth before breadth

Globe offers an exciting and challenging curriculum which meets the needs of all students, many of whom start with considerable disadvantages. Students work longer hours than typical secondary school students and primary and secondary phases benefit from an extended curriculum after the end of the normal school day. The curriculum is designed to allow additional time to be spent on English and Mathematics so that all students quickly acquire sufficiently high levels of literacy and numeracy to take on the broader academic curriculum with confidence. The academy also emphasises the wider skills of citizenship and personal, social and health education.

Excellent teaching

Key to realising our goals for our pupils is ensuring that we develop and maintain the highest possible standards of teaching. We provide teachers with exceptional in house and external training to develop their professional practice and aim to ensure that 100% of teaching is good or outstanding. All ARK academies cultivate an open culture in which teachers have regular opportunities to observe each others' lessons and discuss teaching regularly, honestly and constructively. Senior leaders and subject leaders take seriously their responsibility for monitoring and raising the quality of teaching to ensure high levels of pupil progress.

ARK academies' teaching standards and the progress of each academy as a whole is supported by ARK's network monitoring programme run by our Director of Education, Sophy Blakeway.

Monitoring and assessment

Accurate and regular assessment of students' academic progress and potential is essential to ensure that we support and challenge every pupil appropriately. Teachers are trained in monitoring and assessment, Formal assessments take place at the end of each half term and parents are informed regularly of their child's progress. The academy aims to ensure that all students, teachers and parents know exactly what steps need to be taken in order to move each child to the next level.

Specialist Subject Areas

Globe Academy specialises in mathematics and the performing arts. The mathematics specialism is common to all ARK academies and staff benefit from specialist training and from participation in our maths hub. The performing arts strand has a particular focus on music and includes participation in a wide range of performances. Globe has extensive links with external performing arts practitioners and experts. **Globe** Academy was awarded the Arts Council's ARTSMARK GOLD award in recognition of its teaching of the arts.

Behaviour and Academy Ethos

A culture of good behaviour at Globe is essential. The academy is an ordered environment where students are well mannered and respect each other and their learning community. The academy establishes a culture of high expectations and achievement, based on a consistency of approach and underpinned by hard work and endeavour.

Buildings

Globe Academy's purpose designed new buildings opened in September 2011 and were designed by Amanda Levette Architects. They provide an exceptional learning environment without outstanding facilities for teaching and learning.

These include:

- A full-size sports hall
- A specialist performing arts space
- Science labs, technology facilities and music, dance and drama halls in each small school



ARK Schools runs a network of eleven academies in London, Portsmouth and Birmingham. ARK Schools was created in 2004 to work with the Department for Education and local authorities to create new schools offering exceptional opportunities to children in inner cities through the academies programme.

Our aim is to help close the achievement gap between children from disadvantaged and more affluent backgrounds. Our academies focus on raising attainment so that every pupil has a real choice of going on to higher education when they complete school. Our schools are non-selective, community schools for local children. They are non-denominational other than where they replace a school that previously had a religious affiliation. ARK's academies are generally situated in deprived urban areas – just under half of pupils at ARK secondary schools are on free school meals, compared to around 15% nationally.

The ARK Schools Network

ACADEMY	BOROUGH	OPENED	AGE	OFSTED	
				Predecessor school	Section 5 inspection
Burlington Danes	Hammersmith	2006	11-18	Special measures	Good
King Solomon	Westminster	2007	3-18	New school N/A	Outstanding
Walworth	Southwark	2007	11-18	Satisfactory	Good (with outstanding capacity to improve)
Globe	Southwark	2008	3-18	Special measures	Good (with outstanding capacity to improve)
Evelyn Grace	Lambeth	2008	11-18	New school N/A	Satisfactory
Ark	Brent	2008	3-18	New school N/A	Outstanding
Charter	Portsmouth	2009	11-18	Notice to improve	Good (monitoring visit)
St Alban's	Birmingham	2009	11-18	Good	Outstanding
ARK Atwood Primary	Westminster	2011	3 – 11	New school N/A	Pending
ARK Conway Primary	Hammersmith	2011	3 – 11	New school N/A	Pending
ARK Oval Primary	Croydon	2011	3 – 11	Special Measures	Pending

New schools: ARK is working with a number of governing bodies on proposals to open new primary academies in and outside London. We expect to open four secondary schools in 2012: Isaac Newton Academy in Redbridge and Bolingbroke Academy in Wandsworth, London, are new schools and Kings Norton High School in Birmingham and Elliott School in Wandsworth, both intend to convert to being ARK sponsored academies.



Our Vision

Our vision is to create a group of outstanding schools that radically improve our pupils' life chances. We want every pupil at an ARK academy to do well enough by the age of 18 to go to university or pursue the career of their choice. To achieve this we prioritise six key principles across our schools:

1. HIGH EXPECTATIONS

We set exceptionally high expectations for all our pupils which we reinforce constantly as they go through school. We believe every child can realise their potential with the right teaching and support.

2. EXEMPLARY BEHAVIOUR

Our schools are characterised by a respectful and orderly environment, where teachers can focus on teaching and pupils on learning.

All our schools aim for uninterrupted teaching and learning to make exceptional achievement possible. We don't accept excuses and we don't make any either.

3. EXCELLENT TEACHING

Nothing is more important than excellent teaching, underpinned by high quality professional development. We make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that no child is left behind. We draw on evidence and experience of the best ways to achieve excellent outcomes for all children.

4. MORE TIME FOR LEARNING

Our longer school day provides more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum is planned to provide pathways from any level at entry to high achievement at exit.

5. DEPTH BEFORE BREADTH

A strong command of English and mathematics is a vital foundation for the whole curriculum. We prioritise depth before breadth, so that all pupils secure firm foundations in these core subjects as early as possible.

6. SMALL SCHOOLS

ARK academies are organised as small schools so that every pupil knows and is known well by every teacher in their small school. Positive relationships between pupils reinforce a culture of excellent behaviour and commitment to learning.

Primary results

- At King Solomon, Ark and Globe Academies key stage one pupils achieved results well above local and national averages in every subject in 2011. Despite starting from relatively low baselines, an average of 68% of pupils reached level 2a across their subjects, compared with 43% of pupils in primary schools nationally.
- In Globe Academy 93% of pupils achieved Level 4+ in English and maths - 10% above the national average.
- King Solomon Academy and Ark Academy are both rated as 'outstanding' by Ofsted.

Secondary results

- ARK Schools has secured a fifth year of improved GCSE performances across its academies. ARK's five academies with GCSE results achieved an average rise of 11 percentage points over last year.
- Since each school opened as an ARK academy the average annual increase in pupils achieving five GCSEs at A*-C including English and mathematics is also 11 percentage points.
- ARK academies are now outperforming national attainment in the key subjects of English and mathematics. In mathematics, 73% of ARK pupils achieve A*-Cs compared with 59% of pupils nationally. In English 69% of all ARK pupils now achieve A*-C grades, compared with 65% nationally.
- Overall 61% of our pupils achieved five good GCSEs with English and maths, ahead of the national level of attainment (58%, 2011).

% pupils passing 5 GCSEs A* - C (including English and Maths)	Opened	2009	2010	2011	Percentage point increase 2010 - 2011	Average annual percentage point increase since opening as ARK academy
Burlington Danes	2006	50	67	75	8	9
Walworth	2007	45	59	70	11	11
Globe	2008	35	42	45	3	6
St Alban's	2009	31*	50	67	17	19
Charter	2009	21*	24	39	15	9
Average across ARK Schools					11	11

**Denotes result for predecessor school*

Sixth form results

- More than two thirds of ARK's first Sixth Form cohort, at Burlington Danes Academy, secured places at their first choice university. Students are going to leading institutions including Warwick, Bristol and King's College London.

Job Description: Principal of Globe Academy

Reports to: Chair of Academy Governing Body and the Managing Director, ARK Schools
Start date: September 2012 – or earlier depending on availability
Salary: Highly Competitive

The Role

The Principal will ensure the academy provides an outstanding education for all pupils. Like all the ARK academies, the academy will be divided into several small schools under the overall leadership and management of the academy Principal who will work with the senior team to establish outstanding teaching and learning and a strong school culture.

Key responsibilities

- Leadership of the academy and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment
- Implementation and coordination of the vision, ethos and strategy for the academy
- Leadership of effective external relationships, including with the community and other stakeholders
- Contribution to the overall direction of the ARK Schools network.

Outcomes and activities

Personal Leadership and Coaching

- Recruit, train, motivate and mentor all staff
- Instil an ethos of high expectations for behaviour and achievement of all pupils
- Lead the development of the academy curriculum and culture
- Maintain strong working relationships with the community, agencies, and stakeholders, including parents and the Governing Body
- Develop partnerships with other local schools and the local authority to ensure that the vision for regeneration in the area is realised.

Coordination of the Vision and Strategy

- Oversee staffing allocation, including support staff, across the academy
- Coordinate cross-academy responsibilities among the senior leaders and staff
- Ensure robust operational systems are in place that support the academy's efficient functioning
- Through the Finance and Resources Function, oversee the academy finance, facilities, catering, resources and across the academy
- Ensure that the construction of the new academy is as minimally disruptive to the academy as possible.

Development of the ARK Academies network

- Share innovation and work with others in the network to develop good practice.
- Peer mentor other Principals.
- Help shape or lead education initiatives across the ARK network.

Other

- Undertake any other professional duties as set down in the ARK Schools pay and conditions of service document.
- Undertake any other responsibilities as directed by the Managing Director of ARK Schools and the Chair of the Governing Body.

Person Specification: Principal of Globe Academy

Qualification Criteria

- Qualified at least to degree or post graduate level
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Strong track record of excellent school leadership, and having made a significant contribution to developing a school that provides an outstanding education for its students (ideally in a challenging urban environment) through its leadership, ethos, teaching and results.
- Experience of having implemented and sustained an effective behaviour policy.

Behaviours

Leadership

- Effective management style that encourages participation, innovation and confidence.
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
- Ability to develop the leadership skills of others.
- Strong interpersonal, written and oral communication skills.
- Takes personal responsibility for their own actions.
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction.
- Genuine passion and a belief in the potential of every student.
- Motivation to continually improve standards and achieve excellence.
- Commitment to the safeguarding and welfare of all pupils.

Vision and Strategy

- Vision aligned with ARK's high aspirations and high expectations of self and others
- Clear vision and understanding of how to implement and sustain high quality education in an inner city school. Including: strategically leading all aspects of the academy, such as training, curriculum, learning, administration, finance and communication
- Clear vision and understanding of the strategies to establish consistently high standards of behaviour in an inner city school and commitment to relentlessly instilling these strategies



- Excellent organisational skills and ability to delegate
- Use of data to inform and diagnose weaknesses that need addressing
- Ability to work collaboratively with partner stakeholders, agencies and peers in the ARK Schools networks.

Leading External Relationships

- Ability to work collaboratively with partner stakeholders, agencies and peers in the ARK Schools network.

Other

- This post is subject to an enhanced Criminal Records Bureau disclosure.

We are committed to recruiting, developing and supporting excellent staff within the network. Alongside our continued focus on professional development through the Summit, Hub Days and the Training Menu we also offer a variety of other benefits. These benefits have been chosen to help our employees develop professionally, plan their finances and look after their wellbeing.

MA bursary - ARK Schools offers teaching staff the opportunity to further their knowledge and understanding of education through a subsidised part-time MA at King's The MA bursary covers the majority of the circa £4,000 course fee, with teachers expected to contribute just £1000.

ARK Rewards – ARK Schools has a saving scheme for all employees. Employees can access up to £1,000 in savings a year from over 3,000 major retailers, receive up to 40% discounts at a wide variety of gyms and sign up for a cash rewards healthcare programme.

- **Discounts** – Save up to £1,000 a year through store discount cards, or cashback with online shopping.
- **GymFlex** – Save up to 40% at your local gym.
- **Healthcare** – This low cost plan gives you money back towards the cost of your optical bills, dental costs and consultations.

Interest Free Loans – ARK Schools offers employees up to £5,000 in interest free loans for season ticket or bicycle purchases.

Childcare Vouchers – All employees are eligible for tax free childcare vouchers as part of a salary sacrifice scheme.

International development opportunities – In spring 2011 the mathematics leads from across the network visited Singapore in order to examine and share best practice. There have also been on several other trips this year – the staff from King Solomon Academy visited the best charter schools in New York and the primary leaders from across the network also visited various charter schools in New Orleans.

Suggest a Candidate Scheme – ARK Schools rewards employees for nominating candidates who are successful in being offered (and accepting) a role in an ARK School.



ARK Schools, Safe Recruitment Procedure

ARK is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Longlisted candidates will be subject to a screening interview at ARK. Those shortlisted will take part in an in-depth interview process including a lesson observation.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.