



St Alban's Academy

# Vice Principal/ Small School Headteacher

## Information Pack January 2012



Angelina Street  
Highgate  
Birmingham  
B12 0UU

**January 2012**

Dear applicant,

Thank you for taking the time to find out more about ARK St Alban's Church of England Academy in Birmingham and the possibility of becoming a Vice Principal/Small School Headteacher here. Included in this information pack is information about the academy, ARK Schools (who sponsor the academy) and the role of Vice Principal/Small School Headteacher.

St Alban's will move into a new building on the same site in 2013. It will subsequently grow into an 11-18 academy with 800 students on role (200 in the sixth form). The larger academy will be comprised of two semi-autonomous schools (KS3 and KS4/5) housed in separate areas of the building with shared specialist facilities.

The academy specialises in Engineering and maths and will have the best engineering/technology facilities of any 11-18 school in the area. Since becoming an ARK academy in 2009 it has improved its GCSE results (5 A\*-C including English and maths) from 31% to 67%. In October 2011 it was judged outstanding by Ofsted.

This is a unique opportunity to join a leadership team engaged in building an outstanding academy. The academy is organised into two small schools, allowing for smaller teaching groups and more individual attention for pupils. The Vice Principal/Small School Headteacher will lead the KS3 school and provide whole academy leadership as part of the executive leadership team.

We wish to appoint a highly efficient leader with outstanding organisational skills who will take overall responsibility for systems and quality control, monitoring and evaluation, deployment of human resources and events management.

The successful candidate will have the opportunity to lead St Patrick's School (KS3), establish a new and distinctive ethos for the small school within the high expectations and no excuses culture of the academy as a whole, and join a strong leadership team committed to maintaining the excellent relationships that exist in this Church of England academy.

For more information or to apply for this role, please go to [www.stalbansacademy.org](http://www.stalbansacademy.org). Applications should be sent to [katie.roberts@stalbansacademy.org](mailto:katie.roberts@stalbansacademy.org) by **12 noon Friday 27<sup>th</sup> January 2012**. For further information please contact Katie on 0121 464 7189.

I wish you every success with your application.

Yours sincerely,



**David Gould**  
Principal

## About St Alban's Academy

St Alban's Academy is an over-subscribed Church of England academy specialising in engineering and mathematics.

Although currently catering for students in the 11-16 age range St Alban's will open its doors to sixth form students from September 2013 or 2014. This means that all new students joining the academy will have the opportunity to continue their education into the sixth form at St Alban's. The year 7 intake will also increase from 90 to 120 students in September 2013 when the academy has moved into its brand new purpose built accommodation. The new premises will have the best engineering and technology facilities of any secondary school in Birmingham and will cater for a total of 800 students, 200 of whom will be in the sixth form.

St Alban's school was founded in 1871 by the Pollock brothers, with a Christian mission to meet the educational needs of young people living in the centre of the city. This mission continues to the present day.

The Academy is proud of its inclusive Church of England ethos and its multi-faith intake. It has strong partnerships with other faith communities, especially with the Birmingham Central Mosque which is represented on its Governing Body and strongly supports the faith ethos of the academy.

Christian, Moslem, Sikh and Hindu parents and those of other faiths or none send their children to St Alban's because of its high expectations and good discipline founded on strong moral and religious principles and because they recognise the value of children being encouraged and supported in their faiths.

St Alban's belongs to a network of successful academies sponsored by ARK, offering a range of exciting opportunities. Staff and students are able to visit other academies and participate in cross network events. These include high profile occasions such as the annual Gala Concert at the Barbican in London and the annual Shakespeare festival at a London Theatre.

The academy is celebrating impressive achievement in its GCSE performance as the proportion of students achieving 5 A\*-C including English and maths has increased from 31% in 2009 to 67% in 2011 with 92% achieving 5 or more passes at grades A\*-C.

St Alban's was judged to be outstanding by OFSTED in October 2011 and in December the academy was judged to be an outstanding Church of England school following the Statutory Inspection of Anglican Schools assessment.

The academy's value added figure for maths is in the top 1% of all the schools in the country and the non-contextualised value added figure for all subjects is in the top 2%.

At St Alban's we believe that every child can realise their potential given the right encouragement, teaching and support. The Academy has high expectations and its mission is to "challenge every individual to make the most of their God given talents".

All students are expected to behave well at all times. Strong discipline and a no excuses culture ensures that no learning time is wasted.

## About ARK Schools

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

**New Schools:** Three new secondary schools will be opening in 2012 as part of the ARK Network: Isaac Newton Academy located in Redbridge in Essex and Bolingbroke Academy located in Wandsworth in London. A number of primary schools will also be opening as part of the Network, in London and Birmingham.

## **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 within their small school. Positive relationships between pupils reinforce a culture of excellent behaviour and commitment to learning.

## Achievement to Date

### 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
<b>Burlington Danes</b>	2006	50	67	<b>75</b>	8	9
<b>Walworth</b>	2007	45	59	<b>70</b>	11	11
<b>Globe</b>	2008	35	42	<b>45</b>	3	6
<b>St Alban's</b>	2009	31*	50	<b>67</b>	17	19
<b>Charter</b>	2009	21*	24	<b>39</b>	15	9
<b>Average across ARK Schools</b>					<b>11</b>	<b>11</b>

\*Denotes result for predecessor school

### 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.

### 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.

## ARK Schools staff benefits

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 £1,000.

**ARK Rewards** – ARK Schools has a discount 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 money back 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.

## Job Description: Vice Principal/Small School Headteacher

**Reports to:** Principal  
**Start date:** September 2012  
**Salary:** Highly competitive - negotiable depending on skills and experience

### The Role

#### **The Small School Head Teacher:**

- leads one of the academy's small schools
- provides whole academy leadership as part of the executive senior leadership team.

#### **The Small School Head Teacher is responsible for:**

- meeting the St Alban's Academy Leadership Expectations
- the leadership and management of the small school to achieve high standards of behaviour and attainment
- key tasks shared with other members of the academy's senior leadership team
- other specifically designated whole academy responsibilities
- deputising for the Principal and other team members as and when required
- actively supporting and promoting the academy's inclusive Church of England ethos

### St Alban's Academy Leadership Expectations

All staff in leadership positions at the St Alban's Academy have high expectations of students, colleagues and themselves. They challenge every individual to make the most of their God given talents and they practise the following behaviours:

- Demonstrate high levels of ambition and optimism regarding what the academy and its students will achieve
- Exemplify academy policy and expectations
- Exercise leadership in the development of academy policies and plans
- Provide strong and positive leadership for the promotion and implementation of academy policies and plans
- Challenge underperformance and failures to implement academy policies and initiate difficult conversations as appropriate
- Set challenging targets for themselves and their team
- Set challenging targets for the staff they line manage and monitor their progress closely
- Take full responsibility for all aspects of their area of operations by identifying areas for improvement and instigating action on their own initiative

## Leadership and management of the small school to achieve high standards of behaviour and attainment

- Monitor student progress and initiate urgent action to address under achievement
- Evaluate students' achievement and identify development issues for inclusion in the academy development plan
- Monitor and evaluate the quality of learning and teaching and identify issues for inclusion in the academy development plan
- Ensure effective use of assessment data to support learning and monitor progress
- Ensure that assessment data is used efficiently to identify individuals and groups for intervention
- Work with academic tutors and pastoral managers to ensure that assessment and intervention processes function effectively and monitor the quality of subject and cross-curricular intervention plans
- Line manage small school academic tutors, pastoral managers and learning mentors
- Ensure that all students achieve at chronological age level in reading and maths or, if well below level, make significant and continuing progress towards achieving at level
- Ensure that classes and extra-curricular activities provide a variety of engaging and motivational experiences for students
- Implement academy behaviour policy, rewards and sanctions consistently to promote orderly behaviour and respectful relationships
- Monitor students' attitude and behaviour and take action as appropriate to maintain the highest possible standards
- Develop a small school culture committed to high expectations, achievement and learning that motivates students by raising their aspirations and boosting their self esteem
- Monitor attendance and punctuality and consequent intervention
- Oversee the work of house group tutors and ensure that they actively support the small school ethos and aims
- Lead assemblies and daily collective worship
- Support the academy chaplain and the worship coordinator to involve students, form tutors, pastoral managers, other staff and visitors in the delivery of assemblies and collective worship
- Nurture a strong sense of teamwork and common purpose amongst staff
- Develop strong working relationships with parents to support learning
- Lead effective external relationships with the community and other stakeholders
- Support transition into and out of the key stage
- Advise the principal on curriculum issues
- Advise and report to designated senior leader regarding child protection issues
- Manage effective small school review process as part of the academy's review programme

## Key tasks shared with other members of the academy's Senior Leadership Team

- Monitor, evaluate and take appropriate action to improve:
  - the quality of teaching and learning
  - student progress and standards of attainment
  - the inclusive Church of England ethos of the academy
  - the behaviour of students
  - the health, safety and well being of students and staff
  - relationships with parents, partner schools and the community
  - the image and reputation of the academy
  - the efficiency and effectiveness of the academy
- Line manage designated staff
- Line manage designated subject areas
- Efficiently and effectively prepare and monitor budgets for personal areas of responsibility
- Compile and maintain designated sections of the academy's OFSTED Self Evaluation Form
- Attend meetings and support the work of
  - Local Governing Body and committees as required
  - staff working groups
  - partner schools network groups
  - any other groups as assigned
- Take a full part in:
  - recruitment and induction of teaching and support staff
  - day to day administration of the school
  - leading Collective Worship
- Contribute to the overall direction of the ARK Academy network
- Help to draft and implement the academy development plan
- Teach engaging and effective lessons that motivate, inspire and improve pupil attainment
- Undertake such other tasks and responsibilities as directed by the principal
- Undertake the other main professional duties of a teacher as set out in the ARK Schools pay and conditions of service document

## Other specifically designated whole academy responsibilities

Specific areas of responsibility allocated to individual members of the academy senior leadership team are subject to regular review and adjustment

### Small School Head Teacher (St Patrick's School – KS3)

The Head Teacher of St Patrick's School has overall responsibility for **systems and quality control**. She/he also currently has oversight of the following areas:

- Monitoring the quality of teaching and learning
- Monitoring and evaluation
- Management and deployment of human resources
- Calendar, administration, rotas, schedules, deadlines
- Events management
- Academy SEF review and updating procedures
- Stakeholder voice
- Admissions
- Induction of new students
- Attendance
- Governors Attendance Panel
- Managed moves
- Parents association/groups
- Primary liaison
- Valued Youth

### Small School Head Teacher (St Peter's School - KS4 and KS5)

The Head Teacher of St Peter's School has overall responsibility for **teaching and learning strategy and behaviour policy**. She/he also currently has oversight of the following areas:

- Strategic planning of CPD programme for teaching staff
- Strategic planning of teacher day events
- Management of CPD budget
- Internal/External Exams
- Assessment data systems and analysis
- Open Days
- Parents Evening
- LFLC
- Personalised Learning Centre
- St Peter's Partnership
- Behaviour Support Service liaison
- Child Protection
- Governors Pastoral Support Group
- Learning support centre
- Looked after children
- Pregnant Pupils
- PSME/Health/Citizenship/SRE

## Person Specification: Vice Principal/Small School Headteacher

### Qualification Criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

### Experience

- Experience of working in a challenging urban school
- Experience of having significantly contributed to the success of a school through its management, ethos, teaching and results
- Experience of running a large scale successful project or programme.

### Behaviours

- Demonstrates high levels of ambition and optimism regarding what the academy and its students will achieve
- Challenges staff whose performance is unsatisfactory or who fail to implement academy policies
- Effectively and appropriately manages underperformance
- Initiates difficult conversations as appropriate
- Sets challenging targets for themselves and their team
- Takes full responsibility for all aspects of their area of operations by identifying areas for improvement and instigating action on their own initiative
- Works in close harmony with the other members of the team
- Encourages participation, innovation and confidence
- Leads, coaches and motivates staff effectively within a performance management framework
- Develops the leadership skills of others.
- Takes personal responsibility for their own actions
- Skilfully manages and maintains effective working relationships with parents and other stakeholders.

### Personal skills and qualities and knowledge

#### **Is:**

- committed to the academy's inclusive Church of England ethos
- committed to ARK principles including small schools, high aspirations, closing the attainment gap, depth before breadth and networking
- ambitious
- confident and optimistic
- resilient and determined
- motivated to improve standards and achieve excellence
- committed to the relentless and consistent implementation of behaviour management strategies
- committed to the safeguarding and welfare of all pupils

## **Has:**

- high aspirations
- high expectations of self and others
- high standards
- passionate belief in the potential of every student
- strong interpersonal skills
- excellent written and oral communication skills
- strong organisational skills
- ability to delegate

## **Understands:**

- use of data to inform planning and teaching
- the features of outstanding teaching
- how to identify and implement effective strategies to raise attainment
- the OFSTED framework
- how to make judgements and provide supporting evidence for school self evaluation

## **Important note**

- **This post is subject to an enhanced Criminal Records Bureau disclosure**
- **The post holder must be committed to safeguarding the welfare of children**

## **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.