

Strood Academy

Job description and person specification

Strood Academy

Strood Academy will be the first academy in Medway when it opens in September 2009. It will provide a range of opportunities to help the young people of Strood reach their full academic, creative, vocational and sporting potential. The academy will value achievement, promote collaboration and ensure that young people's progress is rigorously monitored.

Replacing two existing comprehensive schools, Chapter School and Temple School, the academy will become the local school for Strood. It will initially open on two sites until a new building on Carnation Road is completed in 2011 or 2012. A new vocational centre is also being built and this resource will be available to other Medway schools. In addition, the academy's facilities will provide opportunities to the wider Strood community.

Our sponsors

The lead sponsor for the Academy is the University College for the Creative Arts (UCCA), which is the UK's first creative arts university. Based at Canterbury, Epsom, Farnham, Maidstone and Rochester, the University College for the Creative Arts provides inspiring courses in art, design, architecture, media and communication.

The other sponsor is Medway Council, a unitary authority which provides services for Rochester, Strood, Chatham, Gillingham, Rainham, the nearby rural areas and the Hoo Peninsula.

A new governing body will be elected with UCCA, as the lead sponsor, nominating the majority of its members; Medway Council will nominate two members.

Our values

Creativity – Creativity will be at the heart of everything we do. We recognise that everyone has different strengths and learning styles through which they can enjoy learning and achieve their potential.

Collaboration – We will empower people to work together, so that through their contributions to and membership of a group, they achieve more than they would as individuals.

Distinctiveness – We will dare to be different, ensuring that everyone recognises the value of their own contribution to a learning community.

Respect – We recognise and value everyone's contribution and safeguard the individual members of the community.

Sustainability – We are investing in a secure and sustainable future. We want our students to be healthy global citizens who can sustain themselves economically.

Chapter School

Chapter School is a large girls' community school with a co-educational sixth form. There are around 900 students at Key stages 3 & 4 and almost 200 in the sixth form. Since 2005, the school has held Business & Enterprise specialist status and it offers a range of academic and vocational subjects.

Key school facts and statistics for Chapter School

GCSE results 2007	51% 5A*-C; 20% including English and Maths
Average GNVQ/GCSE point score per student	371.4
KS2 – KS4 Value added	1025.3
Average A-level, AS level score	530.3
Absence (unauthorised)	8.8% (3.1%)
% of students with SEN	42

Temple School

Temple School is a small boys' community school with under 600 students. In recent years, the school has offered sixth form courses with Chapter School.

Key school facts and statistics for Temple School

GCSE results 2007	38% 5A*-C; 16% including English and Maths
Average GNVQ/GCSE point score per student	265.8
KS2 – KS4 Value added	992.7
Absence (unauthorised)	8.5% (1.3%)
% of students with SEN	58

About Strood

Strood is a historic town situated on the north west bank of the River Medway in Kent.

The area is part of the developing Thames Gateway region and there are excellent road and rail transport links to London, the Channel tunnel and a number of ports.

Job description

Lead and manage the Academy, with overall responsibility for the development and effectiveness of the Academy (to do the job effectively, the Principal will need to primarily demonstrate high operational skills).

Contribute to transitional arrangements from Temple School and Chapter School to the new Academy.

Accountability framework

Accountable to the governing body of the Academy for ensuring the educational success of the Academy within the overall framework of the Academy Strategic Plan, relevant legislation, best practice and available resources.

At academy level, reporting to the Governing Body on performance and the implementation of policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.

Accountabilities

1. Strategic direction and development

- a. Develop and communicate a shared educational vision that expresses the core values of the Academy, is responsive to the needs of the local community, and that motivates and inspires others.
- b. Work closely with all key stakeholders to achieve this vision and secure their commitment to its enactment.
- c. Translate the vision into agreed objectives and operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- a. Promote excellence in teaching and learning, ensuring a continuous and consistent Academy-wide focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- b. Ensure that a high quality educational experience is available for all children and young people who attend the Academy.
- c. Establish creative, collaborative responses to improving teaching and personalising learning within the Academy.
- d. Drive innovation in education ensuring the Academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- e. Determine curricula that are informed by current knowledge and best practice to develop the potential of all pupils and equip them for the demands of 21st century.

- f. Develop and implement strategies to ensure continuity of learning at all main points of transfer, in particular from the primary to secondary phase.
- g. Through a programme of innovation and excellence, ensure that the specialisms of Mathematics and Business & Enterprise are at the heart of the curriculum, life and work of the Academy.
- h. Encourage creative, responsive and effective approaches to teaching and learning.
- i. Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action.
- j. Ensure that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching.
- k. Provide a range of extra-curricular activities which will maintain the reputation of the Academy for providing a broad, well-rounded education.
- l. Create a stimulating climate that will encourage all students to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and others

- a. Provide dynamic, consistent and motivational leadership for the Academy and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- b. Set high standards and expectations for personal, students', and staff behaviour and actions in support of the achievement of the Academy's intended outcomes.
- c. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- d. Develop and implement a performance management framework for the delivery of agreed outcomes and of high quality services through high quality people performance.
- e. Regularly review own practice, set personal targets and take responsibility for own development.
- f. Ensure that systems are in place to encourage all staff to be similarly active in their personal and continuous professional development.
- g. Develop the capacity, through coaching and other appropriate means, of the Academy's leadership and management, particularly the SLT.
- h. Develop an ethos that ensures regular involvement of staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- i. Keep abreast of educational developments and best management practice, in order to introduce appropriate innovation.

4. Academy ethos and community

- a. Create effective means of communication to ensure that all sections of the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- b. Create strong links and collaborative ways of working with all stakeholders including the wider community and neighbouring schools and colleges, ensuring the Academy is at the heart of the community.
- c. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including entire family members) to access knowledge, skills and learning opportunities.
- d. Work with the sponsors and the Local Authority to support the achievement of locally determined educational priorities and initiatives.
- e. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.
- f. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- g. Create a culture where all members of the Academy community respect others, and their physical surroundings.
- h. Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence and social responsibility are encouraged.

- i. Develop amongst staff an outward perspective and desire to contribute to the wider life of the Academy.

5. Management of the organisation

- a. Deliver effective operational management for the delivery of education within the Academy's budget.
- b. Work to, and report on, targets for achievement of the Academy, and personal targets as agreed by the Local Authority and the DCSF.
- c. Work within a defined organisation structure which enables effective and efficient ways of working and support the achievement of the Academy's objectives.
- d. Manage all educational resources (staff and non-staff) within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- e. Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the Academy and of their personal role in enabling and promoting high quality learning.
- f. Work to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy activities.
- g. Act in accordance with policies and legislation affecting the conduct of the Academy, particularly that governing health and safety matters and employment rights.
- h. Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

Person specification

Leadership

Senior leadership experience within a significant, relevant educational setting, from Deputy Head / Vice Principal and above

Evidence of exceptional, collaborative and inspirational leadership skills

Proven ability to generate and deliver collective vision and shared purpose

Proven ability to develop, communicate and successfully implement strategies

Proven ability to forge partnerships and build positive working relationships, negotiate with, and influence partners and other stakeholders

Proven ability to lead an organisation successfully through a period of change

Communication

Excellent communication, influencing and negotiating skills across a range of stakeholders

Enjoyment of and ability to communicate with young people

Excellent public speaking skills

Experience and knowledge

Education to degree level

NPQH or other education management qualification desirable

Knowledge of and passion for quality in educational provision

A proven track record of successful management and delivery of learning

Significant understanding of relevant legislation, innovation and new developments underpinning educational effectiveness

Strong business acumen and experience of developing successful business relationships

Skills

Sufficient numeracy to interpret statistical data, and manage budgets

Sufficient ICT literacy to use normal office software, e-mail and internet effectively

Proven high level of organisational skills

Management of staff and resources

Proven ability to motivate, enthuse and drive forward individuals and teams to achieve high performance

Proven ability to create, build and retain effective staffing structures

Evidence of the ability to delegate effectively

Proven ability in the successful management of significant resources

Understanding of inclusion and diversity in all aspects of employment and service delivery

Attitude/approach

Ability to demonstrate emotional intelligence, adaptable to differing situations and with a clear sense of humour

Pro-activity, energy, drive, tenacity and the ability to maintain focus, objectivity and sound judgment under complex and sometimes demanding conditions

A liking and sympathy for children and sensitivity to their moral and spiritual needs

Adaptability and resilience

Commitment to personal development and life-long learning

Key school facts and statistics for Strood Academy

Type of school	Academy
Age range	11-18
Location	Strood, Rochester, Kent
Local authority	Medway
Denomination	None
Gender	Mixed
Specialism	Mathematics, Business & Enterprise
Budget	£7 million
Number of children/pupils	1200 plus c300 post 16
Average class size	30
Date school established	1 September 2009
% of children on free school meals	13% (based on predecessor schools)
% English as additional language	5%