

Scout Road Academy

Mytholmroyd
Hebden Bridge
West Yorkshire
HX7 5JR

Application pack
for the post of

PRINCIPAL



Positivity...
Respect...Determination.

Welcome

June 2020



Dear Applicant,

Thank you for your interest in the role of Principal in our academy. Following the retirement of the current Principal, we are looking to recruit an experienced primary practitioner to maintain and further develop our many achievements. In the pages that follow we have tried to give a flavour both of our academy and of the qualities we are looking for in our Principal.

We are proud to class ourselves a true academy of our community, and our new Principal will be expected to engage with stakeholders and other parties to develop every opportunity to support teaching and learning and thus deliver the best outcomes for our pupils. The Covid pandemic has caused significant disruption to our school, like many others. Our top priority for the next school year is to ensure that every child has the support they need to continue to learn and achieve during the pandemic and beyond, based on our teaching and learning recovery plan. As new Principal you will review, lead and implement this plan.

This post would suit an individual with senior leadership experience who is looking for career development. We fully subscribe to the ethos of nurturing our own staff, and as a supportive and friendly organisation, we are able to offer our employees a wide range of ongoing professional development.

Our vision is to provide high quality education, and we want the very best person to work with our staff and pupils to raise achievement through provision of a vibrant, exciting and creative curriculum. Our parents and local community are also very supportive of the academy and its various activities.

Due to the coronavirus prevention measures imposed by government on all schools we regret it is not currently possible to arrange visits to the academy (although the position may change in the coming weeks). However, it is strongly recommended that you take the time to visit our website – www.scoutroadacademy.org.uk – to find out more about our academy, and if you would like an informal chat about the role, please feel free to contact in the first instance: Janine Webb, Business Manager either by telephone (01422 883327) or by email (bursar@scoutroadacademy.org.uk).

Please note that the person specification for the post contains the particular criteria that the interviewing panel will be looking for in the shortlisting process. These should be addressed in full within your application, which I look forward to receiving.

Yours sincerely

Rachel Harling
Chair of Trustees

Scout Road Academy



Scout Road is a smaller than average, mixed form entry, primary academy, popular with both parents and pupils.

We are located in beautiful countryside on the edge of Mytholmroyd in the Calder Valley, near Hebden Bridge.

Children's ages: 4 - 11
Current academy roll: 108

At Scout Road Academy you will find:

- a welcoming school
- close links with the local community
- effective and well informed Trustees
- happy and enthusiastic children who are eager to learn



We are very much a community academy at the heart of our local neighbourhood, and we provide a haven in which our children feel safe, valued and happy.

Our last two Ofsted reports from 2013 and 2016 judged us as 'Good', and noted many positive points, including that reading is a strength of the school; there is a strong sense of teamwork; staff morale is high and leadership of Early Years is strong.

In 2019 our academy was ranked 14th in Calderdale for the percentage of children meeting expected standard in KS2 reading, writing and mathematics.



What Makes Scout Road Special?

...our Vision, Values and Ethos



Our vision:

Scout Road Academy children have the skills, knowledge and attitudes to flourish and succeed as they move forward in life. They develop in a culture of respect, determination and positivity.

Our values:

Positivity
Respect
Determination



Our ethos:

At Scout Road Academy we believe in a holistic approach to teaching and learning where all areas of a child's development are nurtured. We support every child to achieve their full potential and we actively encourage individual thought and expression. We are a close community, supporting and challenging each other to 'have a go and keep going when the going gets tough.' That is how we achieve the high expectations we set for ourselves and for others.

The following webpages will direct you to websites where you will find more details about the local area, and about our finances, welcome statement, newsletters and Ofsted Report.

<http://www.discovermytholmroyd.info/directory/>

<https://www.scoutroadacademy.org.uk/legal-documents/academy-accounts>

<https://www.scoutroadacademy.org.uk/about-us/welcome-statement>

<https://www.scoutroadacademy.org.uk/parents/latest-communications>

<https://www.scoutroadacademy.org.uk/data/ofsted>

Enjoying School Life

Our children are at the very heart of our school and we aim to provide a well-rounded education and excellent pastoral care for everyone.

Our aim is to provide an environment in which children develop the skills, knowledge and values that lay down firm roots for their future, and the wings of self-belief and independence to soar to the heights of the best that they can be.

Fit and Healthy

Our strong commitment to outdoor learning provides challenge, adventure and enjoyment as well as promoting a healthier lifestyle and better wellbeing. Our large, open playing field supports active and fun playtimes and twice weekly PE lessons help develop sportsmanship. Immediate access to our woodland, a thriving wildlife pond and vegetable gardens ensures children's learning is regularly enhanced.

Many of our wide-ranging lunchtime/after school activities are held outdoors and interschool competitions such as football,



cricket, unihoc and cross-country are very popular. Lots of children also participate in our 'Daily Mile' and 'Walking Bus' encouraging positive life-long habits and keeping them active.

Skilled and Knowledgeable

Our diverse and creative curriculum engages children of all abilities. We use well proven schemes of work when teaching maths and literacy, with children regularly exceeding age-related expectations. Children also study science, history, RE, geography, French, music, drama, PSHE, design and technology and PE as well as learning life skills such as cookery, computing, swimming and first aid.

Topic work is fun and interesting and includes subjects such as Africa, the Ancient Egyptians, the weather and Healthy Me. A wide range of extra-curricular activities and educational trips are integral to the curriculum, a firm favourite being a three-day residential trip in year 6 to a local outdoor activity centre.



Responsible Citizens

Through assemblies, educational trips, enrichment events and links with local schools we aim for children to become valuable members of their immediate and global community. Our children develop a deep understanding of cultural and religious diversity gaining first-hand experience by visiting, for example, places of worship, and local heritage sites.

We also involve ourselves in community and charitable projects including local Mytholmroyd events and Rotary in Calderdale. We actively promote positive behaviour through praise, stickers and house points. By becoming school prefects, play leaders and buddies, older children become more independent and responsible. Our elected pupil council develops children's appreciation for democracy and provides them with a greater say over matters that affect their school lives.



Pupil Comments

"One of the greatest things about Scout Road is the trips, they are always incredible fun!"

"I've learned so much at Scout Road, it's helped prepare me for my new school. I'll be sad to leave."

"I like art, maths, English, forest school, trumpet lessons and going on trips best."

"People are nice to each other at school. They care about each other."

"We do a lot of sporty stuff and it's good. We've got a running track, and lots of sports equipment on the field, and we do the "Daily Mile". Meals are healthy too - so it's a healthy school."

"I love the plays that we put on twice every year, I love the bustle and the last minute "ahhhh", it's really a fun part of school."

"It's a family school."



Our Curriculum

Mathematics

We are using the White Rose Maths Hub which is based in Halifax and provides support in planning, assessing and resourcing for a mastery approach in mathematics.

We teach children the four basic operations in maths through an approach which begins with a concrete concept, through to a pictorial and finally to an abstract concept.

Our aim is to ensure our pupils are suitably challenged to become confident and capable mathematicians. In 2018/19, 100% of pupils achieved expected standard or higher in maths.



English

We place strong emphasis on children's literacy skills. The teaching of English encompasses reading, writing, speaking and listening; drama is an important teaching tool throughout the school.

In Key Stage 1 the focus is upon fluent decoding of phonics to enable a child to read for meaning and spell phonetically. We use Ruth Miskin's Read Write Inc programme of study.

Enjoyment of reading, writing and performance is a primary focus throughout the academy and a well-stocked library is at its heart. Our aim is to encourage a lifelong love of language in all its forms. Reading in particular is a real strength for the academy and in 2018/19, KS2 value-added progress was significantly above the national average.

Science

Science follows the national curriculum and we aim to encourage our children to develop inquiring minds and a curiosity about science and nature. The programme of study introduces children to basic scientific concepts in a practical and exciting way, encouraging exploration and investigation of the world around us. In 2018/19, 100% of pupils achieved expected standard in science.



Other Curriculum Activities

Forest School

We have recently introduced Forest School into the curriculum, with an emphasis on developing pupils' resilience; it is proving successful. We have direct access to neighbouring woodland and a trained member of staff is an accredited Forest School Leader.



All Weather Track

We recently installed an all weather track to make maximum use of our school field at playtime, for PE and outdoor activities, even in Yorkshire weather. We offer a number of different sports, including but not limited to football, cricket, unihoc, cross-country and our 'Daily Mile'.

Music

Music is integral to our children's development. The Calderdale Music Trust provides expert individual, paired and small group instrumental tuition in a range of different instruments. Trumpet is taught by one of our talented teachers, who has introduced ensemble playing. We have a school choir and have been involved in ambitious events such as the Big Sing, the largest school choir in the world!



Parents' Comments

'My child has progressed so much in year 5/6 ... the level of teaching in this class is excellent!'



'The children have a lot of respect for the teacher.'

'We have received an excellent impression of the school in just a short time.'

'XXX has started to grow into a confident young man, who is enthusiastic to learn.

He speaks very highly of his teacher and is very proud to tell others which school he attends.

I think the learning whilst having fun is pitched perfectly.'



'Overall I think Scout Road is a fantastic school and XXX is very happy and well-supported. Thank you for doing such a fab job!'

Scout Road Academy Profile

We have been a successful stand-alone academy for almost 10 years and our track record in staff retention, and pupil attendance and pupil progress measures, are testament to our achievements.

Inspection Data Summary Report 2018/19

The academy has 5 out of 17 possible ethnic groups. 87% of pupils are White – British.

The school location deprivation indicator was in quintile 2 (less deprived) of all schools.

The pupil base was in quintile 3 (average deprivation) of all schools in terms of deprivation.

There were no fixed or permanent exclusions.

Pupil absence was 3.5%, below national average.

Persistent absence was 5.7%, below national average.

14% of pupils were entitled to FSM.

SEND support was 11.7% versus national average of 12.6%.

There were no pupils with an EHCP .

Pupil stability was in line with national average at 86%.

2018/9 Outcomes:

KS2 RWM = 77.78% versus national average 64.88%.

KS2 higher standard = 22.22% versus national average 10.56%.

Scaled score reading = 108.56 versus national average 104.4.

Scaled score maths = 107.44 versus national average 105.05.

Progress measures: reading +4.69, writing -1.85, maths +3.25.

Three year average outcomes:

KS2 RWM = 72.73% versus national average 63.52%.

KS2 higher standard = 12.12% versus national average 9.74%.



Structure

Our senior leadership team comprises our Principal, Assistant Principal and Business Manager. We have five teachers including those who are full and part time, supported by a number of classroom support staff (HLTA, Teaching Assistants and Support Assistants) along with catering, premises and administration staff to ensure our Academy supports the educational and emotional wellbeing of our pupils.

Catering

We are proactive in developing and utilising our resources and although we are a small school we provide lunches for three local schools investing in a vehicle to transport the meals.

Finance

In 2018/19 a three-year balanced budget with average reserves of 20% of General Annual Grant (GAG) (and 15% of all income) was submitted to the EFSA. Income for 2018/19 (including grants) was £633,433.



Job Description - Principal

Responsible to the Trustees

Prime objectives of the post:

The postholder will manage the operation of the academy and will lead on school improvement through rigorous and regular evaluation.

The postholder will provide overall strategic leadership and will be accountable to the Trustees for executing the academy's strategy, managing the finances and improving educational and staff performance. The Trustees will support the postholder in ensuring the academy has a long-term vision in accordance with its values and priorities; agreeing objectives; signing off policies, plans and targets; and monitoring educational performance.

Strategic direction:

To support the Trustees in taking an overview of operational plans and leading in terms of supervision of teaching and learning in the academy and delivery of the curriculum. The postholder will lead on strategic planning in the medium to long term to ensure the viability of the academy.

To lead the design and implementation of new and agreed curriculum initiatives.

To take a lead in the development of opportunities to generate income as appropriate, liaising closely with the business manager.

To ensure support for continued professional development of staff.

Leadership and management – staff and pupils:

To promote the safeguarding and welfare of pupils within our school environment.

To undertake a teaching commitment as and when required.

To ensure high standards of behaviour, attendance and punctuality from pupils, in accordance with agreed academy policy and practice.

To ensure that pupils' education is not compromised by external factors (such as the pandemic) and to support innovative and flexible methods of teaching and learning in order to provide the best education and outcomes for our pupils.

To present a coherent and accurate account of the academy's performance to a regular timescale and in a form appropriate for the Trustees.

To take overall responsibility for monitoring of budgets and to take appropriate action including notifying relevant personnel and Trustees.

To ensure appropriate contingency plans are fit for purpose.

To produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities.

To support all staff to improve their own skills within a culture of self-development and reflection and (in relation to teaching staff) to ensure adherence to teacher standards.

To analyse relevant data to help develop overall academy objectives, ensuring that information on pupil progress is used both to inform and motivate pupils and to improve teaching and learning.

To monitor, evaluate and review classroom practice and promote appropriate improvement strategies.

To encourage sharing best practice by establishing a culture of 'open classrooms', drawing on relevant research and data analysis.

To ensure that parents are kept well informed about the curriculum, targets, pupil progress and attainments.

Job Description - Principal (continued)

To keep abreast of developments within the education sector to help shape the future direction of the academy.

Managing systems and processes:

To ensure that the academy's systems, organisation and processes, including those for both admission of pupils and recruitment of staff, are well considered, efficient and fit for purpose, upholding the basic principles of transparency, integrity and probity.

To provide a safe, calm and well-ordered environment for pupils and staff, focused both on safeguarding and on developing good behaviour in the academy.

To establish a robust and fair appraisal system for all members of staff, addressing any issues of under-performance and supporting staff to improve and develop their practice.

To be responsible for strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation and obtaining value for money whilst ensuring the academy's sustainability.

Self-improving system:

To develop effective relationships with other professionals and stakeholders to assist in improving academic and social outcomes for all pupils on a continuing basis.

To shape the current and future quality of the teaching profession through high-quality training and sustained professional development.

To model 'tried and tested' approaches to school improvement, leadership and governance.

To take a strategic role in adopting new and emerging technologies to enhance and promote the learning experience of pupils.

Community relationships:

To build an academy culture that embraces the richness and diversity of modern communities, both locally and nationally.

To create and promote positive strategies for challenging prejudice and preventing radicalisation.

To ensure pupils' learning experiences link with the wider community.

To collaborate with other agencies at both strategic and operational levels to share in provision for academic, spiritual, moral, social, emotional and cultural well-being.

To create and maintain an effective partnership with parents and carers to support and improve pupils' achievements and personal development.

General:

To promote best practice to ensure the wellbeing of both staff and pupils

To play a key role in assemblies, open evenings and other major academy events within the local community.

To maintain the culture of achievement and high expectation and thus further support the climate for learning and the academy's underlying ethos.

To undertake any other professional duties as directed by the Trustees.

<p style="text-align: center;">Person Specification:</p> <p style="text-align: center;">Principal</p> <p>How to apply:</p> <p>Please read the specification carefully.</p> <p>You must ensure that you address the criteria outlined in the person specification when completing the application form, giving examples where appropriate.</p> <p>Legend to criteria:</p> <p>E - Essential D - Desirable I - How identified</p> <p>Means of identification:</p> <p>A - Application form I - Interview E - Exercise (assessment) R - Reference</p>	Qualifications and Training	E	D	I
	Qualified Teacher Status	<input type="checkbox"/>		A
	Professional development activities undertaken within the last 2 years	<input type="checkbox"/>		A
	Degree in a relevant subject area		<input type="checkbox"/>	A
	NPQH		<input type="checkbox"/>	A
	Experience	E	D	I
	Successful teaching experience in the primary sector	<input type="checkbox"/>		A/I/R
	At least 2 years' experience of senior management in a primary school/academy setting including contingency planning and leading change	<input type="checkbox"/>		A/I/R
	Experience of leading whole school initiatives at a senior level, demonstrating positive impact	<input type="checkbox"/>		A/I/R
	Experience of formulating aims, policies and plans (such as school development plan) and of monitoring, evaluating and reviewing the impact of these	<input type="checkbox"/>		A/I/R
	Experience of curriculum development and implementation	<input type="checkbox"/>		A/I/R
	Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils – SEND, pupil premium etc	<input type="checkbox"/>		A/I/R
	Experience of working in collaboration with other schools/academies to realise improvement and raise standards	<input type="checkbox"/>		A/I/R
	Experience of successfully motivating and/or managing the performance of other members of staff. Experience of conducting appraisals	<input type="checkbox"/>		A/I/R
	Successful teaching experience in the primary sector in more than one key stage		<input type="checkbox"/>	A/I/R
	Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best educational outcomes		<input type="checkbox"/>	A/I/R
	Experience of leadership in an Ofsted (or other) inspection		<input type="checkbox"/>	A/I/R
	Knowledge and Skills	E	D	I
	Excellent oral, interpersonal, organisational, communication and problem-solving skills	<input type="checkbox"/>		A/I/E
	Excellent report writing skills for presentation to Trustees or and external bodies	<input type="checkbox"/>		A/I/E
	A solid knowledge of the primary curriculum	<input type="checkbox"/>		A/I/E
	A sound knowledge of current and developing priorities in the primary sector	<input type="checkbox"/>		A/I/E
	An ability to analyse data and other management software to evaluate academy performance	<input type="checkbox"/>		A/I/E
	Evidence of the ability to develop and maintain effective professional relationships with individuals (internal/external)	<input type="checkbox"/>		A/I/R
	Initiative/Circumstances	E	D	I
	Ability to self-motivate	<input type="checkbox"/>		A/I/R
	Proven effectiveness in decision-making and ability to work under pressure	<input type="checkbox"/>		A/I/R
	Ability to work flexibly	<input type="checkbox"/>		A/I/R

Job Title:
Principal
Salary: L8 - L14
£48808 - £56579

From 1st January
2021



How to apply:

Please complete the application form provided.

The supporting statement in your application should be no longer than two sides of A4 with a minimum font of Arial 11.

It should address the precise selection criteria detailed in the person specification and should reinforce this by giving examples to support your candidacy.

Please note that covering letters and other extraneous material will not be accepted as part of the application.

Your application should be returned by email (please note this must be in Word format) to Gill Meeson, HR Director, EducateHR Ltd.

Email address: recruitment@educatehr.co.uk.

If you have any queries about the application process please contact Gill Meeson on 07920 199601

Application / Interview Timeline:

Completed applications should be returned no later than:
20 July 2020 (12 noon)

Interviews/assessments to be held on:
4 and 5 August 2020

Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children.

It is a criminal offence to offer to a barred individual (or indeed for a barred individual to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Candidates are expected to understand their own responsibilities and duties in regard to child protection and safeguarding with due relevance to the specific post advertised.

Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all necessary checks.