

# Head of College (Vice Principal)

Leigh Academy Rainham



More than just a job. More than just an employer.

Leigh Academies Trust is a dynamic, vibrant multi-academy trust, founded in 2008. Today we encompass 30 academies across Kent, Medway and South-East London.



**LEIGH**  
Academies Trust

## Simon Beamish

BA (Hons) MSc PGCE NPQH NLE FCCT

Chief Executive  
Leigh Academies Trust



# Welcome

Through a model of education that creates a network of inspirational and inclusive academies that share the same values, the Trust provides the drive for educational improvement and dynamic transformation. All of the academies work closely and collaboratively together, along with our partners, seeking to exploit the key educational philosophy of human scale education. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the young people in our care.

As of 1st September 2022, our Trust comprises 30 geographically organised academies (14 secondaries, 14 primaries and 2 special) educating 20,000 students, and employing 3,000 talented staff. The Trust is establishing four 'clusters' of academies: North Kent; Central Kent; South East London; Medway. In addition, the Trust is responsible for one of the region's biggest initial teaching training organisations, a large teaching school hub and is an accredited apprenticeship provider. Our future plans are found in our [Vision 2030 document](#) available on our website.

We are now recruiting to appoint an exceptional leader to the role of Head of

College (Vice Principal) at Leigh Academy Rainham. The role of Head of College is a pivotal role in the school's future journey as our appointed leader will continue to build and evolve our unique and inspirational place of learning. The successful candidate will take responsibility for one of the academy's three colleges as well as leading on a key area of whole academy strategic leadership. They will report directly to the Principal and work with other Trust leaders to maintain and further develop a strong network of effective academies in Medway.

Our ideal candidate will be an existing leader with considerable experience of supporting the running of a large secondary school. We are looking for an exceptionally talented leader who will use their energy and vision to make a real impact, achieving outstanding outcomes for our students and ensuring that the academy exceeds current standards and achievements.

Our successful candidate will receive encouragement, support and guidance to develop their own career within the Trust. This is a career defining opportunity and we look forward to hearing from senior leaders who are ready for the next step.

**Alex Millward**  
Principal  
Leigh Academy Rainham



# Leigh Academy Rainham

I am delighted to introduce myself as the Principal of Leigh Academy Rainham, a brand new co-educational comprehensive secondary school that opened its doors for the first time to year 7 in 2021. Already highly oversubscribed, our new school is firmly set to be a beacon of excellence for secondary education in Medway and we are looking for a highly skilled senior leader to join our current staff body as a Head of College.

At Leigh Academy Rainham our values are underpinned by high expectations and aspirations, with a focus on modelling exceptional manners and developing students to be the best versions of themselves through our LEIGH learner values of Leadership, Emotional Intelligence, Inquisitiveness, Grit, Humility. Our college system ensures that there is a small school model for pastoral care between year groups, encouraging opportunities for healthy competition and celebrations between colleges and a structured approach to collaboration between college subjects. In addition to providing pastoral support for students within their college the Vice Principal is responsible for line managing the subjects within their small school, ensuring a cohesive and collaborative approach is taken between departments to ensure the best possible outcomes are achieved for our young people. In addition the successful candidate will be given whole school roles and responsibilities that they will strategically and operationally oversee with the support of the Principal.

As leaders we ensure we provide our students with a rich co-curriculum offer with all teachers and leaders delivering at least one enrichment activity or club once a week and leading on additional opportunities to broaden students' cultural capital. Leaders play an instrumental role in ensuring that teaching is consistently highly effective within

their colleges, by coaching staff using their sound knowledge of evidence based research regarding the neuroscience of learning and Rosenshine's Principles.

Highly robust and consistent behavioural systems, modelled by leaders, allow all teachers to feel supported and foster a culture within which teachers are enabled to focus on delivering high quality digital learning experiences as part of our IB Middle Years Programme (MYP) Curriculum, as opposed to managing behaviours. All students have a 1:1 device and all teachers play an instrumental role in shaping them into responsible and confident digital citizens through the implementation of their curriculum. The MYP curriculum is delivered to years 7-9 and provides a framework within which all our students can flourish, becoming inquiring, compassionate and culturally aware young adults. As leaders we ensure that departments collectively embed the essential skills, knowledge and attributes needed by students to be highly successful in achieving their own personal goals, as caring members of our community and as leaders in tomorrow's world.

Working in a brand new school is a unique and rare opportunity. A flexible approach with a can-do ethos is necessary, as is drive, grit and boundless enthusiasm, as we regularly experience something new for the first time. It is essential that leaders have a positive outlook, are supportive of each other and openly share best practice, modelling this constantly to the growing staff body. Leaders embrace a forward thinking approach to raising standards in teaching, with our open door policy, frequent coaching feedback and live modelling in lessons, ensuring all students have access to highly effective learning experiences.

# Vacancy

We are now recruiting for the role of Head of College (Vice Principal) for Leigh Academy Rainham; a truly exciting leadership opportunity within a very successful and financially sound, mature and geographically local multi-academy trust that combines management freedom for effective leaders with secure central support that encourages collaboration for success.

Our successful candidate will be talented and a highly motivated leader with drive and commitment to excellence as well as strong interpersonal skills, and the ability to communicate to a range of stakeholders. You will be joining a supportive, committed and passionate team who work hard to ensure that all of our students achieve their potential. We are looking for an experienced professional who can demonstrate strategic leadership and excellent management, and a proven track record of success in raising standards. Prospective Vice Principals will be experienced senior leaders who have experienced working in a role such as, or equivalent to, an Assistant Headteacher. They will deputise for the Principal and be Acting Principal in their absence.

This is an exciting time to join our leadership team. You will be expected to play a key role in continuing to shape the strategic vision for Leigh Academy Rainham whilst ensuring that our students develop their potential, achieve academic success and develop our core values. Reporting directly to the Principal, Alex Millward, the successful applicant will be a key member of the senior leadership and will have significant autonomy in leading their assigned College. They will take on key strategic leadership responsibilities across the whole academy defined by experience, expertise and interest, and provide line management for key subject areas. This post provides an outstanding career opportunity to be part of driving our academy forward

and to play a critical role in the next phase of the academy's development.

To view the structure of the senior leadership team, please [click here](#).

We wish to hear from you if you are committed to changing our education world and are:

- an enthusiastic, energetic and ambitious leader with a successful track record at secondary level;
- a motivational and inspirational leader with high expectations of staff;
- confident and able to communicate a clear vision for the school;
- able to develop children to reach their full potential regardless of background or circumstance;
- approachable and keen to work with staff across the Trust to ensure wide success;
- able to establish and develop excellent relationships with the community and other stakeholders.

<b>Position</b>	Head of College (Vice Principal)
<b>Location</b>	Leigh Academy Rainham
<b>Responsible to</b>	Principal
<b>Basis</b>	Permanent, full-time
<b>Commencement</b>	September 2023
<b>Salary</b>	Highly competitive plus performance bonus + private healthcare

# Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this.

On the basis that interested candidates may be keen to visit the academy before making a formal application, you can arrange this by contacting Lauren Crawley (Office Manager) via [lauren.crawley@leighacademyrainham.org.uk](mailto:lauren.crawley@leighacademyrainham.org.uk). Visits will be offered in December 2022/January 2023 and will be hosted by a member of the Senior Leadership Team. Please ensure you offer Lauren Crawley a range of dates when you are available in your initial email to ensure we can coordinate a visit that works for both you and the academy.

Candidates wishing to have an initial conversation with the SLT about this role can also arrange for a telephone call. Those wishing to do so should also contact Lauren Crawley (as above) in the first instance.

To submit an application in full, please do so online via the following link;

[Head of College \(Vice Principal\) \(Leigh Academy Rainham\) - Online Application](#)

If you have any queries on any aspect of the application process or need additional information please contact Holly Neve (Recruitment Advisor) on 01634 412 263 or [holly.neve@latrust.org.uk](mailto:holly.neve@latrust.org.uk).

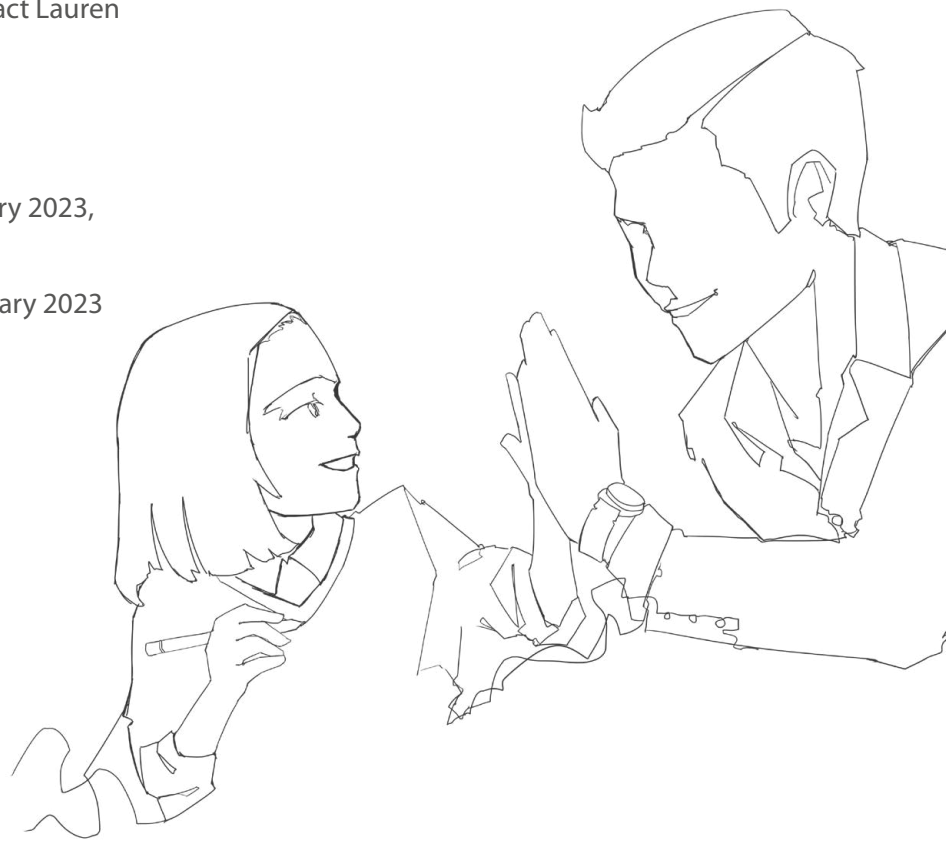
The academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.

**Closing date for applications**

Monday 9th January 2023, midday

**Interviews and assessment activities**

Monday 16th January 2023





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## Job Profile

**Role: Head of College (Vice Principal)**

**Reporting to: Principal**

Leigh Academies Trust is a highly successful multi-academy trust. Its model of education enables students to reach their full potential, transforming their lives and ultimately the communities in which they live.

### Core Purpose

To assist the Principal in the development of the College within the academy, creating a climate of learning where expectations are high, clearly communicated and consistently reinforced. To support the development of the whole child, within a safe and healthy environment, fostering positive community values. To promote a culture where students have high aspirations, the determination to succeed, and opportunities to make exceptional progress. To effectively promote the educational vision associated with the Leigh Academies Trust.

### Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the National Teachers' Standards. It may be modified by the Principal, after consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title, also other duties that the Principal may from time to time ask the post-holder to perform.

All Heads of College have responsibility for the academic outcomes of their small school. Key emphasis is placed on knowing the students in the College and how best to support them. The successful candidate will be expected to create a College ethos that is unique but reflective of the whole academy vision.

The academy aims to appoint the right person for the team; the overarching responsibility allocated for this

position will be determined based on the successful candidate's skill-set.

### Key Responsibilities

#### Strategic

- Support the Principal in developing and communicating a clear strategic vision of how to develop the academy successfully to Outstanding;
- Have a deep understanding of education theory. We aim to personalise education through innovative approaches to learning, support, experience and leadership;
- Have an 'eye' for standards. Implement accurate performance indicators for students and staff and hold everyone accountable for them;
- Have up to date understanding of Ofsted requirements and ensure the effective and rigorous self review framework is embedded within the academy;
- Lead on designated sections of the Academy Performance Agreement;
- Support the development of effective, high performing teams across the academy through the delivery of training and through coaching;
- Support the Principal in managing the academy effectively and ensuring the successful implementation of radical change, and deputise for him in his absence;
- Work in harmony with the Principal, Trust, Governors, local schools, other academies and other partners as appropriate.

### Behaviour and Attendance

- In consultation with the Principal, lead the pastoral vision for the Academy.



- To lead, direct and manage the Attendance Officers and Student Services Managers.
- To encourage pupils' engagement with the education process by supporting behaviour for learning.
- To oversee analysis of behaviour and attendance data and action plan accordingly.
- To identify teachers' professional development needs in relation to behaviour management and lead training as required.
- To set, develop and implement policies, plans, targets, practices and procedures related to behaviour management systems, including the Behaviour Charter and Anti-Bullying Policy.
- To lead actions to follow up concerns about the behaviour of pupils travelling on buses to and from the Academy.
- To liaise with staff and external agencies to ensure that appropriate interventions for behaviour are implemented whenever necessary so that our most vulnerable students are able to participate fully in the education process.

### **Learning and Teaching**

- Work with the Principal in the strategic leadership for a key area of academy improvement, its development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes;
- Ensure that learning and teaching policy and practice are at the highest standard;
- Effective use of data with the academy to raise standards;
- Regularly review and quality assure the student tracking systems across the academy;
- Understand and implement an assessment framework that will provide accurate and timely

information for students, parents, teachers and governors;

- Oversee the quality of learning and teaching through regular reviews within the academy and, at least two designated Faculty Areas, intervening where necessary;
- Use data from stakeholder consultation in order to critically evaluate learning and teaching;
- Have an oversight of the performance of our high prior attaining students (HAPs).

### **Leading and Managing Staff**

- Create a School ethos that fits with the academy vision;
- Lead by example with integrity, creativity, resilience and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents and Governors;
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels;
- Maximise the contribution of staff to improve the quality of education provided and standards achieved;
- Create and maintain good working relationships among all members of the academy community;
- Sustain their own motivation and that of staff for whom they are accountable;
- Promote the academy ethos in which the highest achievements are expected from all members of the Academy community;
- Contribute to an effective and rigorous Performance Management process.

### **Efficient and effective use of staff and resources**

- Work with the Principal, Governors and colleagues to recruit and retain staff of the highest quality;

**'We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values!'**

- Work with colleagues to deploy all staff effectively in order to improve the quality of education provided;
- Support the Principal and Director of Finance and Operations in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements;
- Support the Principal in seeking to ensure adequate resources for the academy.

### **Standards**

- Oversee regular and systematic reviews of standards to ensure early identification of strengths and weaknesses ensuring effective interventions are made;
- Support senior and middle leaders in the effective review of standards in their areas of responsibility;
- Motivate students and staff to achieve the highest possible standards and secure the best possible outcomes;
- Establish and maintain clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement;
- Use assemblies to motivate and inspire students.

### **Community**

- To attend Governors' meetings, evening and special events;
- Ensure that Citizenship and Spiritual, Moral Social and Cultural aspects are embedded throughout the Academy and its interface with community partners.

*The post holder will also be expected to undertake any other tasks as reasonably required by the Principal or Governors to ensure the efficient and effective operation of the academy.*

### **Safeguarding of students and Duty of care**

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

### **Notes**

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.




# 3

## Person Specification

We seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do. The person specification is related to the requirements of the post as determined by the job description. You should refer to these requirements when completing the application.

Essential	Desirable
<b>Experience</b>	
<ul style="list-style-type: none"><li>• Proven record of significant senior leadership achievement</li><li>• Proven track record of raising standards</li><li>• Experience of management of human and financial resources at senior level</li><li>• Proven behaviour leadership</li><li>• Successful establishment of links with the local community</li><li>• Excellent track record as an effective innovator of education</li><li>• Successful experience of promoting equal opportunities, inclusion and appropriate strategies for children with special educational needs</li><li>• Experience of developing student involvement in schools</li><li>• Experience of working with parents</li><li>• Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of young people</li><li>• Experience of using performance management processes successfully to contribute to school improvement</li></ul>	<ul style="list-style-type: none"><li>• Experience at deputy/assistant head level or equivalent</li><li>• Experience of full 11 - 19 age range in a co-educational setting</li><li>• Experience of leading in challenging circumstances</li><li>• Experience of leading highly effective whole school assessment systems</li><li>• Experience of working within a MAT</li><li>• Experience of developing SEN at a strategic level</li></ul>
<b>Education &amp; Qualifications</b>	
<ul style="list-style-type: none"><li>• Degree and teaching qualification</li><li>• Qualified teacher status</li><li>• Sustained record of professional development</li></ul>	<ul style="list-style-type: none"><li>• Accredited postgraduate study</li><li>• Masters/MBA</li><li>• NPQH</li></ul>

Essential	Desirable
<b>Leadership &amp; Management</b>	
<ul style="list-style-type: none"> <li>• Positive attitude towards change</li> <li>• Extensive experience of developing staff, of team building and of developing student involvement in schools</li> <li>• In-depth knowledge and understanding of current educational priorities</li> <li>• Good understanding of the Ofsted framework and Self Review</li> <li>• An understanding Performance Management</li> <li>• Setting and achieving ambitious and challenging goals and targets</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a range of agencies</li> <li>• Experience of working with Governors</li> <li>• Experience of challenging 'satisfactory' performance</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• An Outstanding classroom teacher</li> <li>• Proven leadership skills including a range of leadership styles as required</li> <li>• Effective behaviour management</li> <li>• Strategic management, resource management, development planning &amp; personnel management</li> <li>• Effective interpretation, analysis and use of data</li> <li>• Well developed coaching and mentoring skills</li> <li>• Well developed interpersonal and communication skills (including written, oral and presentation)</li> <li>• Wide experience of managing change, leading innovations and meeting challenges successfully</li> <li>• Effective ICT Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading staff development in own/ other schools and settings</li> <li>• Advanced skills in one or more areas</li> </ul>
<b>Attributes</b>	
<ul style="list-style-type: none"> <li>• Presence, drive and a passion to raise standards for all in the pursuit of excellence</li> <li>• Shared vision with sponsor</li> <li>• Ability to both lead and be a member of a team</li> <li>• Strong solution focused approaches to problem solving</li> <li>• Energetic, resilient, empathetic</li> <li>• Able to develop and maintain good relationships with staff, parents, students, governors and the community</li> <li>• Commitment to continuous improvement</li> <li>• Ability to plan and prioritise</li> <li>• Attention to detail</li> <li>• Innovative and self reflective</li> <li>• Able to deal sensitively with students, parents and staff to resolve conflicts</li> <li>• Stay calm under pressure</li> <li>• Retain a sense of proportion and good humour</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading change in challenging circumstances</li> </ul>

The background is a solid blue color. A thick yellow line starts from the left edge, goes down, then right, then up, then right again, forming a stepped shape in the upper left. A thick white line starts from the right edge, goes down, then left, then down, then left again, forming a stepped shape in the lower right. Another thick yellow line starts from the left edge, goes down, then right, then up, then right again, forming a stepped shape in the lower left.

All of our academies  
work closely and  
collaboratively together,  
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# 4

## Benefits at Leigh Academies Trust

At Leigh Academies Trust, we want to provide you with a rewarding and enriching career and to help you to reach your full potential, both professionally and personally. As an employee of Leigh Academies Trust, here is a taster of the great benefits you can receive from day one;

- An open and collaborative working environment, not just within your academy but also across the Trust where innovation is encouraged
- A career in an organisation that values individuality and diversity
- Dedicated focus groups to ensure we have the optimal working environment in all aspects.

### Professional development opportunities

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career
- Educational sponsorship (application required)
- Opportunities for career progression as we are willing and able to support moves from one academy to another.

### Financial

- A competitive salary for both teaching and non-teaching staff whereby pay progression is possible on an annual basis, following successful performance
- Access to a highly attractive pension plan
- Neyber platform – support provided to build your financial confidence and support when needed with Neyber loans
- Access to a range of benefits and discounts that are sourced specifically for our staff.

### Well-being

- Full-time associate staff receive 25 days annual leave plus bank holidays which increases to reflect your length of service
- The chance to work with a company who received a 'Gold' Workplace Wellbeing Award for the last two years
- Wellbeing champions and access to Mental Health First Aiders
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Student Wellbeing support from our Educational Psychologist team
- Personal resilience and Wellbeing courses
- Access to our Wellbeing platform with a range of ever evolving benefits
- Wellbeing campaigns.

### Facilities

- Great school buildings with many state-of-the-art facilities across our academies, providing positive working environments
- Free/discounted gym access
- Free car parking at every site
- On-site catering with great food, all reasonably priced for staff (with the option to buy evening meals so you don't have to cook!)
- Social networking opportunities across the trust to create new relationships both inside and outside of the work setting.

# 5

## An overview of the Trust you'd be joining

Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Rochester, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to academy status.

The Trust was formed in 2008 with the linking of The Leigh Technology Academy and Longfield Academy under one governing body. It now encompasses over 20,000 students, between the ages of 3 and 19, in 30 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich.

### Leigh Academies Trust – Our Values:

- We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.
- We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- We work together – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- We keep getting better – using our 'can-do' attitude towards continuous improvement and innovation.

### Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models as government policies, rules and measures change.

**Our Mission:  
Education for a better world**



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