



Principal RECRUITMENT PACK

CONTENTS

1. Welcome from the CEO
2. 4 Critical Questions
3. The E21C Backbone
4. Our schools
5. Candidate charter
6. About the role
7. Person Specification
8. How to apply

EXCELLENCE
THROUGH
COLLABORATION

Welcome from the CEO

1



Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2022 than we were three years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed quality assurance, a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.

Our strategy over the next three years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we seek to establish the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Over the last two years, we have transformed our use of digital learning within schools. Our focus over this period will be to develop a strong digital strategy that can support a blended approach to learning when required. Our new partnership with RM is perfect launch pad for this.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

A handwritten signature in black ink, appearing to read 'S Garrill'.

Simon Garrill
Chief Executive Officer



Why we exist?

Our Mission at E21C is, 'improving outcomes, transforming lives'. We believe in the collective power of schools working together, through a civic minded group of schools to find shared ways of working that improve the lives of the pupils within our school.



How do we behave?

Our core values of trust, kindness, and endeavour define the way that we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



What do we do?

We create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds.



How will we succeed?

We achieve this success through disciplined innovation. This encourages our schools to align to a strong backbone and then innovate once the basics have been established securely.

Our leaders understand the benefit of being part of a family of schools and seek to maximise these opportunities, wherever possible. We standardise our practice where the benefits of doing so are greater than the constraints encountered. This means finding ways to systemise good practice and create structure across a large organisation.

Mission and Values

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

Curriculum

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

Assessment and Feedback

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

Safeguarding and Attendance

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

Quality Assurance

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

Workload

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

Teaching

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

Behaviour and Routines

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

Performance Management and Appraisal

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

Operations

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.

Our schools

4

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent.

These schools include:



Coopers School

11-19

1670 pupils



EDEN PARK
HIGH SCHOOL

11-19

660 pupils



The
Ravensbourne
School

11-19

1640 pupils



Spire
ACADEMY

11-16

650 pupils



4-11

240 pupils



Mead
Road
Infant
School

4-7

90 pupils



Mottingham
Primary School

4-11

420 pupils



Scotts Park
Primary School

4-11

510 pupils

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.



Our commitment to you

- Transparency – we will treat you with respect, honesty and fairness
- Protecting your privacy – we'll ensure your information is secure and handled sensitively
- Understanding – you'll be given everything you need to make informed decisions
- Showcasing talent – we'll provide a good opportunity for you to share your skills, experience and potential
- Feedback – we will provide constructive feedback professionally and promptly
- Listening – we welcome feedback and we'll act on what you have to share
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce



We will

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve



In return we ask that you

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed – research who we are and how we work
- Let us know if situations change in relation to your interest – and help us understand why
- Prepare yourself for interview and let us know how we can support you

About the role

6

If you enjoy a challenge, are driven by moral purpose and want to make a significant difference to the lives of children and young people, then this is an opportunity that can't be missed. You'll be working with a team of likeminded leaders and a central team that have great ambition for all of our schools.

Spires Academy, located in Canterbury, is a 'Small School with a Big Heart'. We value Respect, Responsibility and Resilience and we strive to develop confident, lifelong learners who are equipped to play a positive part in the community they live. We have much to be proud of. Under the ambitious leadership of a newly-established Executive Leadership Team, we are making big strides in achieving our vast potential but we recognise there is still a long way to go on our journey.

As Principal, you'll deliver rapid improvement and will coach, challenge and empower others to give their absolute best. Reporting directly to the CEO, you'll be given every opportunity to work collaboratively with talented leaders across the entire E21C family to embed a shared culture of outstanding teaching and learning and nurture excellent relationships with students, staff and the entire community we are so proud to serve.

In return, we can offer you unparalleled support within an ambitious and growing organisation. You'll be rewarded with a highly competitive salary but most importantly, the opportunity to carve out impactful practices in a fast-paced and nurturing environment.

Job Purpose

To provide strategic leadership and hold overall accountability for direction, standards achieved and quality of learning & teaching.

- Provide the leadership and management which enables the school to give every student high quality education, and which promotes the highest possible standards of achievement and well-being.
- Communicate the school vision and drive the strategic leadership, empowering all students and staff to excel.
- Ensure that the education and interests of our students are at the centre of everything
- Support the Trust values of trust, kindness and endeavour and ensure alignment to the Trust Backbone and core policies.

Key Result Areas

School Improvement:

- Work with ELT and governors to create the strategic vision for the school.
- Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals.
- Translate the vision into agreed objectives and operational plans.
- Use the Trust structure to maximize and deploy both resources and expertise to raise achievement across the school.
- Ensure a continuous and consistent focus on students' achievement, using data and benchmarks to monitor progress and make improvements where necessary.
- Establish creative, responsive and effective approaches to learning and teaching.

- Monitor, evaluate and review school practice and promote improvement strategies.
- Tackle under-performance at all levels.
- Ensure the development of, and maintain effective strategies and procedures for, staff induction, professional development and performance review.
- Promote and maintain a culture of high expectations for self and others.
- Ensure effective planning, allocation, support and evaluation of the work of teams and individuals.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Line manage the leadership team, ensuring effective appraisal and their professional development.
- Curriculum development and innovation, within all areas of school life.

Strategic Leadership:

- Secure the highest standards of safeguarding in the school.
- Work with the School Business Manager, the Director of Finance and the CEO to set an appropriate budget for the school.
- Ensure all financial regulations and audit requirements are fully complied with and in line with Trust policies.
- Ensure the ongoing development of an organisational structure which reflects the Trust's values and enables effective and efficient operations.
- Ensure evidence-based improvement plans and policies promote continuous school improvement.
- Recruit, retain and deploy staff efficiently and appropriately.
- Develop a positive ethos which enables everyone to work collaboratively in all areas of the school.
- Ensure individual staff accountabilities are clearly defined, understood, agreed and recorded, tackling under performance in a timely and efficient manner.
- Work within the governance structure to enable it to meet its statutory responsibilities.
- Ensure every individual child has access to high quality learning and teaching.

Promotion of the Organisation:

- Create and promote positive strategies for challenging all forms of prejudice, and ensure equal opportunities exist for all.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies to ensure student and community needs are met.
- Use the Trust to promote community cohesion and the Trust framework to promote extended services and work with other partners.

Working with Trustees and Governing Bodies:

- To establish and maintain appropriate working relationships with the Trustees and Governing Bodies.
- To ensure appropriate presentation and reporting to the Trustees and Governing Bodies on the progress of the organisation and on all matters relevant to the discharge of the schools' responsibilities.

Other:

- Actively promote the safety and welfare of our children and young people.
- Ensure compliance with E21C Trust's data protection rules and procedures.
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.
- Work with E21C Trust and other schools in the Trust network, to establish good practice throughout the network, offering support where required.
- This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by your line manager.

Person Specification

7

The Principal will combine a record of successful strategic leadership and sustainable school improvement with imagination, flair and determination to succeed. The Principal will be an exceptional leader with the energy, rigour and authority to represent the group effectively at the most senior levels in education. He/She will demonstrate the following experience, skills, knowledge and personal attributes.

	Essential/ Desirable	Application/A Interview/I Reference/R
Qualifications:		
Qualified Teacher Status	E	A
NPQH or evidence of working towards	D	A
Good honours degree and post graduate level qualification	E	A
Experience:		
A proven record of successful, senior education leadership	E	A
Significant experience of raising standards with measurable outcomes and clear evidence of a positive personal contribution to the development of a successful school, and/or local authority or School trust	E	A
Experience of delivering effective innovations in curriculum and pedagogy	E	A
Proven record of accomplishment in leading and managing staff including building a successful team, delegating effectively, and implementing and managing change	E	A
In-depth knowledge and understanding of the wider educational agenda	E	A
In depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures	E	A
Skills and Knowledge:		
A detailed understanding of the school improvement process and the ability to apply it in challenging circumstances	E	A
A detailed knowledge of assessment and the use of data to monitor and raise standards	E	A/I
Understanding of the relationship between financial and human resources and educational outcomes	E	I
Able to inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	I
First class ambassadorial skills with an ability to present the School in an authoritative and persuasive manner	E	I

Personal Qualities:

Be a positive role model at all times, a highly effective and respected representative of Spires Academy and E21C	E	A/I
Be approachable and person centred	E	I
To be articulate with excellent interpersonal skills both verbally and in writing	E	A/I
Ability to challenge, give feedback and present views to achieve positive outcomes	E	A
Inspire trust and confidence across the school community including with parents, governors and members of the local community	E	A/R
To be astute and perceptive with strong analytical skills and the ability to use sound judgement to anticipate and resolve conflict and issues imaginatively and solve problems	E	A/I
Sustain wide, current knowledge and understanding of education and school systems, and pursue continuous professional development	E	A
No disclosure about criminal convictions or safeguarding concerns	E	A

Improving Learning and Teaching:

Outstanding classroom teacher practitioner with the ability to monitor and evaluate performance continuously to improve the quality of teaching and learning and maintain and stretch high standards	E	A/I
Proven ability to secure excellent teaching for all students to enable them to realise their potential	E	A
Successful experience of positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	E	A
Able to hold all staff to account for their professional conduct and practice	E	A/R
Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda	D	A
Proven experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students	E	A
Exercise strategic, curriculum-led financial planning to meet the best interests of students and the schools' sustainability	E	A/I

How to apply

8

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To discuss this role in more depth, please contact Corrina O'Beirne or Tom Giggall on [01273 222877](tel:01273222877) for a confidential discussion – or email: E21C@propelo.co.uk

To apply you will need to complete the application form (which was included within the email you received containing this pack). Please ensure your application outlines where you've had measurable impact and what attracts you to the role.

Completed applications should be sent to: E21C@propelo.co.uk

Closing date for applications: [Monday 24th January, 2022 at 10am](#)

Interviews: [Monday 31st January and Tuesday 1st February 2022](#)

All applications will be acknowledged. If you have not received confirmation within 24 hours, call 01273 222 877.

We look forward to hearing from you.

Education for the 21st Century is committed to safeguarding and promoting the welfare of children and young people. All applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

