



Applicant Pack Principal



**ENRICHING THE LIFE OF EVERY STUDENT
THROUGH EXCELLENT EDUCATION**

Welcome from the Executive Principal

Thank you for your interest in the opportunity to be Principal at Trinity Academy Grammar, the most transformational academy in England, enriching the life of every student through excellent education.

We are incredibly proud of the school we have created and the outstanding results our students are achieving. In February 2023 Ofsted conducted their first inspection of the school since we have been part of TrinityMAT. We are delighted that Ofsted graded us as Good with Outstanding features confirming the transformational changes that have occurred at Trinity Academy Grammar, which is amazing recognition for the students, staff and the academy as a whole.



Charlie Johnson
Executive Principal

We endeavour to ensure that all our students feel known, valued and understood and that every child reaches their full potential. Aspirations and ambitions are high; however, the school is determined not to rest on its laurels and is continually striving for ways to better serve the students. The new Principal will be key to this future success.

As former Principal, we will work closely together to strategically lead the direction and development of the academy in accordance with the ethos and vision. You will receive full support from myself and other MAT colleagues along with our world class central support team.

We are unapologetic in our approach and commitment to upholding high standards and expectations of both our students and our teachers, whilst recognising that these are only achieved by prioritising wellbeing. To achieve this, we have built an outstanding pastoral team who ensures that every child in our care is nurtured and supported throughout their time with us.

The curriculum at Trinity Academy Grammar has been designed with the intent of transforming and enriching the lives of our students, to set them up for a happy and successful future. It is an exciting time to join the academy, and we are looking for the best person to work alongside our already committed team to continue our journey.

Information about our school

Trinity Academy Grammar was renamed in 2021 to better communicate our identity, high standards and aspirations for our students. We chose a name which truly reflects our grammar school heritage and that better showcases our core values of Empathy, Honesty, Respect and Responsibility. We continue to build on this legacy through our outstanding achievements and passion to help our students reach their full potential.



We are a mixed comprehensive 11-16 academy located in Sowerby Bridge, Halifax, West Yorkshire. The academy is part of the Trinity Multi-Academy Trust, with schools in Halifax, Bradford, Leeds, Wakefield and Barnsley.

Since becoming part of the Trinity Multi-Academy Trust, Trinity Academy Grammar has had a plethora of successes. In 2021, we were awarded the World Class Schools quality mark. With this award, parents can be confident that they are sending their children to one of the best schools in the country, where their children will develop skills and experiences beyond the classroom to set them up for a successful life.

We are incredibly proud of the school we have created and the outstanding results our students are achieving. In 2018/2019, the results we achieved placed us within the top 1% of the most improved schools in the country, making us one of the highest-performing schools for progress in the Calderdale local authority.



Our vision of “Enriching the life of every student through excellent education” is underpinned by our core values which are firmly embedded across every aspect of life at Trinity Academy Grammar. We provide the opportunities, skills and experiences for students to leave us to successfully enter the world of work. We open their

eyes to new pathways so they can flourish beyond the classroom. Our culture of high aspiration ensures that students are challenged to achieve their potential and successes are celebrated.

Working for Us

“ Leaders have ensured that all staff have the knowledge, training and support so that all pupils have the chance to succeed. Teaching staff have strong subject knowledge and give clear explanations. Teaching assistants and wider pastoral staff work closely with teachers to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), receive the help and support they need. – Ofsted 2023

As an academy we have high expectations. We expect staff to challenge students and themselves. We set high standards and aim to display these in all that we do. Working for our academy is rewarding. Our CPD programmes are excellent and offer a range of opportunities for progression. TAG is proud to be part of an ambitious Multi-Academy Trust (MAT). As such, our staff work with some of the best practitioners and leaders in the region. We are keen to work hard to share best practice across the MAT in order to benefit as many children and young people as we can.



“ Staff value the support and training they receive from school leaders and through the wider trust. Staff know that leaders have their well-being at heart. This includes those at the early stages of their teaching career. – Ofsted 2023



We have developed a unique and innovative staffing structure that enables us to provide the very best learning experience for our students. It offers career progression, opportunities to develop and a chance to work on projects and developments that benefit the academy and influence the outcomes of the trust

as a whole. Each member of our team makes a difference to the success of our young people. All staff, whether teaching or non-teaching have the opportunity to



Professional Development

We have invested significantly in the professional development of our staff, offering bespoke CPD programmes for teaching and support staff at all stages of their career. These include a New Staff Induction Programme running throughout the first term for any staff joining the academy, including 10 Minute Tip coaches for the duration of the programme.

100% of staff stated that have found the feedback provided by my 10 Minutes Tips coach useful and I have been able to act upon it.

100% of staff stated that they have received good support and guidance from colleagues, for example Curriculum Leaders, SLT, Mentors, other staff.

The Teaching & Learning team lead regular bespoke CPD, including Practice, for all teaching staff, Teaching Assistants, Learning Mentors and Curriculum Tutors, all of which is underpinned by the latest educational research.

100% of staff say that CPD sessions are well researched and focused on appropriate areas of academy development.

98% of staff say that Practice supports staff in shifting any habits that they might have in their language or actions.

In addition to this, curriculum- and subject-focused CPD is led regularly throughout the term by Curriculum Leaders. All leaders, curricular and pastoral, receive additional weekly leadership development by line managers and through regular group CPD sessions led by the SLT.

100% of Curriculum Leaders say that they receive effective support and guidance from my SLT Link in their weekly line management meeting and this is having a direct impact on their role as a leader.

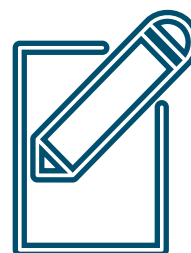


100% of Curriculum Leaders say that they receive opportunities to reflect, debate and discuss key priorities in Curriculum Leader meetings which, in turn, has a positive impact their role as a leader.



Vision

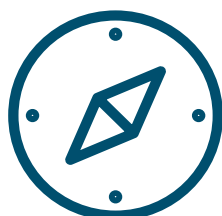
To enrich the lives of every student through excellent education



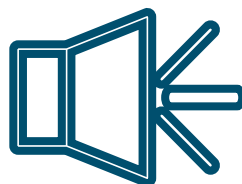
Values



Empathy



Honesty



Respect



Responsibility

Curriculum Intent



We have a focused and purposeful curriculum underpinned by our core values that equips our students with the knowledge and skills they will need to flourish in and after their time at the academy.



We have a relentless focus on ambitious aspirations for all, ensuring that all our students are given opportunities and experiences, partnered with the knowledge and skills to thrive. and succeed.



Through our lessons, we are preparing our students for the wider world by developing them into strong communicators. This means that they are able to speak clearly, listen effectively and write coherently and understand the value of reading.



Trinity Academy Grammar

Job Description



Post Title:	Principal
Reporting to:	Executive Principal
Responsible for:	Leadership team and other designated staff.
Liaising with:	Senior Leaders, Governors, and other relevant staff across the academy and MAT. External organisations, representatives from the Department of Education, councillors and trust partners

Core Purpose:

- a) Strategically lead the direction and development of the academy in accordance with the ethos and vision by:
 - ensuring the vision is clearly articulated, shared, understood and acted upon by all staff;
 - translating the vision into agreed objectives and operational plans (the academy improvement plan);
 - ensuring all students achieve excellent progression by developing and managing systems and processes to track students' progress and ensure relevant intervention strategies are adopted at appropriate times;
 - leading the senior leader team to raise standards and aspirations, holding leaders to account and supporting Governors to meet their responsibilities.
- b) Have overall responsibility for raising standards of student attainment and achievement across the academy by:
 - ensuring all students achieve excellent progression by developing and managing systems, plans and processes; r
 - raise standards for students in line with agreed targets and strategies;
 - providing inspiration and innovation, in line with educational developments and best practice in a rapidly changing environment.
- c) Ensure that all strategic planning and leadership takes account of the diversity, values, local communities and partnerships.
- d) Have responsibility for the financial and physical resources within the academy.
- e) To work as part of the MAT executive team in the strategic development of the trust.

Core Duties:

Strategic leadership and development

- Take responsibility for developing, communicating and leading the academy improvement plan, objectives and key improvement milestones to sustain academy improvement.
- Contribute to, challenge and support senior leaders in developing academy improvement plans and self-evaluation strategies.
- Lead a culture of accountability, engaging staff to meet standards and developing ownership and responsibility at all levels.
- Keep up to date with educational developments, leading innovative and inspirational initiatives that positively impact on student outcomes.
- Ensure that strategic planning takes account of the diversity, inclusion, parents, local communities and other stakeholders.

- Line Management and responsibility for managing performance of identified staff.
- Demonstrate trust ethos, vision and values in everyday work and practice.
- Be accountable for developing and delivering strategic long term development plans to ensure sustained improvements of the academy.

Teaching and Learning (Standards)

- Keep up to date with national developments and statutory requirements in, and of, education.
- Strategically ensure, through improvement plans, monitoring strategies and self-evaluation a high proportion of good to outstanding teaching is evident.
- Ensure high quality teaching is at the centre of strategic planning and resource management.
- Strategically ensure, through improvement plans, monitoring strategies, benchmarking and data assessment continually improving student outcomes, of at least above national averages.
- Evaluate the performance data and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- Work with the senior leader team on improving attainment and outcomes through T&L strategies, curriculum developments, behaviour for learning and attendance policies and assessment frameworks.
- Take part in 'learning walks' and other learning evaluation strategies in accordance with academy improvement plans.
- Empower students to take an active part in their own learning and to take personal responsibility for improving their future opportunities and educational experience.
- Take the strategic lead in the development of new and emerging technologies to improve the learning experience for students.
- To ensure that challenging targets are set, understood and used effectively to raise standards of attainment.

Working with others and staff development

- Motivate and work with all stakeholders to create a shared culture and positive climate that promotes aspiration within the academy community and celebrates success and achievement.
- Contribute to the development of a collaborative approach across trust academies in sharing good practice and improving the learning experience for students.
- Support senior leaders and managers in wider strategic aims, mentoring and coaching individuals, as required.
- Develop and maintain a culture of high expectations for self and others, challenging underperformance at all levels and ensure effective corrective action, support and review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Build a collaborative learning culture within the academy and actively broker relationships across the trust to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance management in line with agreed local and national policy and procedures.
- Lead succession planning and staff retention initiatives through identifying talent, supporting the development of versatile, transferable skills and celebrate achievement.
- Regularly review own practice and take responsibility for own personal development.
- Ensure adequate provision to enable an appropriate work/life balance for all staff.

Partnership working

- Build effective partnerships with parents and the wider community to support and enhance the achievement and personal development of all students.
- Develop and contribute to high level partnership working and enhance all external partnerships relevant to the development of the trust.
- Develop a collective ethos across the trust and its wider partnerships which enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes.
- Support the strategic development and growth of the trust which could include but is not limited to providing support to other academies within the trust, supporting and leading on bids, plans and development for new initiatives, supporting the transfer process for new schools joining the trust.
- Working with Governors, providing objective advice and support to enable them to meet their responsibilities.
- Promote a safer working environment and leading a culture of safety and child protection amongst staff and students.

Communication

- Present a clear, coherent and accurate account of performance to a range of audiences including Governors and senior leaders.
- Ensure effective communication/consultation as appropriate with staff, Board members, Governors, parents and other relevant stakeholders.

Financial and Physical resources

- Lead on staffing structures that promote succession planning, staff development opportunities and meet legal requirements.
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed and are subject to a robust and rigorous review and evaluation in accordance with performance management policy and procedures
- To promote teamwork and to motivate staff to ensure effective working relations.
- Contribute to trust and academy policies and procedures.
- Work with the trust leaders in shared services (e.g. Finance, HR, IT) to ensure that all resources provide value for money and meet statutory and regulatory requirements.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from their line manager, to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chair of Board of Directors to reflect or anticipate changes in the job commensurate with the grade and job title.

There is an expectation that all senior leaders could be asked to work in any of the trust locations.

_____ Post Holder Name

_____ Post Holder Signature

_____ Date

Person Specification

Job Title: Principal		
KEY CRITERIA	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> evidence of regular and appropriate professional development, including leadership / management training graduate or equivalent qualifications experienced senior leader with proven track record of responsibility for an area of whole school performance successful involvement in leading performance processes and data analysis successful experience of leading and managing change, innovation and achieving high performance 	<ul style="list-style-type: none"> innovative use of resources working with young people and inner-city communities
Leadership & Management	<ul style="list-style-type: none"> inspirational leader with a commitment to academy improvement and changing outcomes for young people innovative approaches to working with students, parents, staff and other stakeholders prioritise, plan and organise direct and co-ordinate the work of others set high standards and provide a role model for students and staff deal sensitively with people and resolve conflicts a commitment to an open and collaborative style of management 	<ul style="list-style-type: none"> motivate all those involved in the delivery team liaise effectively with other organisations and agencies
Knowledge & Understanding	<ul style="list-style-type: none"> the principles and characteristics of successful academies the principles and practices of strategic and operational planning and delivery effective and efficient financial management effective review and evaluation procedures 	<ul style="list-style-type: none"> different methods of consulting with stakeholders professional and community links strategies for ensuring equal opportunities for staff, students and other stakeholders
Personal Qualities	<ul style="list-style-type: none"> a commitment to inclusive education and the wider educational landscape evident enjoyment in working with young people and their families empathy in relation to the needs of the academy and the local community ability to inspire confidence in staff, students, parents and others adaptability to changing circumstances/new ideas reliability, integrity and stamina resilience and perspective personal impact and presence 	<ul style="list-style-type: none"> achieve challenging professional goals personal ambition and potential for further promotion intellectual ability and curiosity determination to succeed and the highest possible expectations of self and others vision, imagination and creativity

Communication Skills	<ul style="list-style-type: none"> • ability to articulate strategic vision, ethos and values to a range of stakeholders • ability and presence to make points clearly, listen, understand and respond in a variety of situations. • negotiate and consult fairly and effectively • develop and manage good communication systems • communicate effectively orally and in writing to a range of audience 	<ul style="list-style-type: none"> • develop, maintain and use an effective network of contacts
Decision and judgement making Skills	<ul style="list-style-type: none"> • make decisions based on analysis, interpretation and understanding of relevant data and information • demonstrate good judgement in a leadership or management role • think creatively and imaginatively to anticipate, identify and solve problems 	
Self-Management Skills	<ul style="list-style-type: none"> • prioritise and manage own time effectively • work under pressure and to deadlines 	<ul style="list-style-type: none"> • achieve challenging professional goals • take responsibility for own professional development