

# Principal of The PRIDE Academy

(formerly Young People's Academy)

March 2022

Candidate Information Pack



***Triumph with Perseverance***

# Introduction

Orchard Hill College & Academy Trust is seeking to appoint a Principal of The PRIDE Academy (formerly Young People's Academy) who will take up the post in the September 2022 term, or earlier. This pack sets out background information regarding The PRIDE Academy, the organisation it is part of, key responsibilities of the role, the personal qualities, skills, experience and qualifications to undertake the role and the application process.

**Location:** West Drayton, Middlesex

**Starting:** September 2022

**Salary:** Leadership Group, Spine Points L22 – L26, £74,089 - £81,371 per annum

# Welcome

Thank you for your interest in the role of Principal at The PRIDE Academy. I very much hope the information we have provided gives you an insight into our school, the organisation that the school is part of and what we are looking for in this Principal post holder.

The PRIDE Academy is a co-educational secondary special school for students with social, emotional and mental health needs and some students have co-existing conditions, such as Autism.

Many of our students arrive at The PRIDE Academy having had very difficult experiences of school in the past. With the skill and dedication of our staff, we aim to reconnect them with education so they can make progress to become successful adults via a reflective approach. Reflection and restorative practice, as opposed to detentions and exclusions, is used to help students understand what is currently happening, what they are trying and using well, and how they can move forward.

The majority of our students thrive via a varied curriculum that is practical based and introduces students to, and enhances their experiences via an enrichment programme. We are determined that students will leave with academic outcomes that reflects the best of their abilities, able to sustain relationships and employment and maintain healthy households.

This is a very exciting time in the school's development, and for the future Principal with a new free school building due for completion in April 2022 that will provide outstanding teaching, vocational and recreational facilities for students and staff.

The PRIDE Academy is part of an established family of specialist academies that make up Orchard Hill College Academy Trust, which is currently comprised of 15 academies across London, Surrey, Sussex and Berkshire. The Trust was established in 2013 by Orchard Hill College and together Orchard Hill College & Academy Trust provide for over 1500 pupils and students with a wide range of learning abilities and additional needs.

Pupils and students within the OHC&AT family have a wide range of learning abilities and additional needs including complex autism; speech, language and communication difficulties; social, emotional and mental health; and physical disabilities including multi-sensory impairment and complex health needs.

Working together to transform lives is what we do and across the whole organisation we have a range of experts and practitioners who advocate for children and young people with SEND to ensure they receive the best possible opportunities to achieve their full potential.

It is an exciting time to be Principal of The PRIDE Academy and part of OHC&AT and we look forward to receiving your application.

**Laurie Cornwell, Executive Principal/Deputy CEO  
OHC&AT**

# Our New School

The new Principal of The PRIDE Academy will be in the fantastic position of having a brand new, fit for purpose school ready for them when they join the school.

Located on its current site, the new school is due for completion in April 2022 and will have outstanding teaching, vocational,

therapy and recreational facilities.

The new school build design also includes a separate school on the same site for The Skills Hub, another school within the OHC&AT family.





# School Ethos

At The PRIDE Academy we aim for our young people to lead happy and holistically prosperous lives by developing the skills for them to move successfully along their life journeys. This includes academic outcomes that reflects the best of their abilities, being able to sustain relationships and employment and maintaining healthy households.

The PRIDE Academy follows a reflective and restorative approach with students and this allows staff and students to work collaboratively in a solution focused thinking manner. The common thread throughout the school is based on three reflective questions:



Where are we?

Where have we tried?

How do we move forward?

# School Values

We value our PRIDE principles and strongly align these with our BRITISH VALUES (Rule of Law, Democracy, Mutual Respect and Individual Liberty)

**PERSEVERANCE**  
We keep trying, no matter what

**RESPECTFUL**  
We show consideration to each other, our building and our community

**INTEGRITY**  
We are honest and fair

**DIVERSITY**  
We recognise our individual differences

**EMPATHY**  
We notice, understand and share the emotions of others

# School Aims

- Work with our students to build confidence in their abilities to succeed at school and as adults
- Teach our students to keep themselves healthy and safe
- Help our students to learn to understand and manage their feelings
- Provide help for parents and carers to support and nurture their children
- Support schools across the borough where pupils are experiencing behavioural, emotional or social difficulties



# Working together to transform lives

## Ethos

As a community of learners, families and colleagues OHC&AT believes that by working collaboratively, with energy and ambition we can always effect positive change. At the core of our ethos is the conviction that there should be no limit placed on what is possible and that everyone has the ability to be the very best they can be.

## Mission

OHC&AT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

## Values

As an organisation, we adhere to the seven principles of public life to drive our behaviours and provide a framework for our actions. These are: loyalty, openness, objectivity, selflessness, honesty, integrity and accountability. Within this framework, we have defined our own set of core values and behaviours based around the word 'create'.

**C**onfident **R**espectful **E**quitable **A**dvocacy **T**eamworking **E**nabling

## Key Strategic Priorities for 2019-2022

Quality Standards and Reputation



Every OHC&AT pupil and student receives exceptional provision.

Innovation and Specialism



Creative approaches to meeting complex needs are distributed across the organisation to maximise opportunities.

Development and Growth



We are responsive to local and regional need and have a clear moral purpose that impels us to generate a positive impact where we believe we can do so.

System Leadership



The collective thoughts and experiences of leaders and governance at all levels of the organisation are harnessed to enable.

Nurturing Talent



Investing in our staff, governance and volunteers to promote and liberate their talent, grow expertise, attend to their wellbeing and enable them to make the difference.

# Job Description, Principal

## Purpose of the post

The PRIDE Academy is a co-educational school, 11-16, for students with Social, Emotional and Mental Health needs and other co-existing diagnoses such as autism.

The Principal will work closely with students and families, the SLT and the academy teams in sustaining a journey of improvement, development and innovation to benefit our students.

Following approval of our Free School application, with a new building due for completion in April 2022, we are also engaged in planning changes to the curriculum and delivery to enhance

the offer to our students and to take full advantage of the new facilities, which will include a suite of technical/vocational teaching spaces. The school will increase its ASD cohort and will extend to post 16. The new building will also accommodate the Trust's Alternative Provision, The Skills Hub, which is a separate provision

The Principal will report to the Executive Principal/Deputy CEO.

### The Principal will:

- Maintain a high quality educational environment for students with additional learning needs including Social, Emotional and Mental Health; Moderate Learning Difficulties and Autistic Spectrum Disorder
- Ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management
- Play a full and active role in supporting and promoting every aspect of the school
- Attend Local Governing Body meetings
- Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary
- Strategic leadership of safeguarding and child protection
- Ensure that the school meets its statutory duties as outlined in the SEND Code of Practice
- Keep abreast of developments within education and the special sector at local, national and international level
- Represent the school on local authority forums such as the Hillingdon Association of Secondary Heads and the SEND Strategic Partnership Board
- Management and control of risks, organisation, leadership and management

### The Principal will:

- Uphold the aims and objectives of the school and ensure implementation, monitoring, development and review of policies to support these aims
- Work closely with the Local Governing Body, and OHC&AT ESLT on strategic school improvement planning and school self-evaluation
- Work closely with the OHC&AT Finance team to manage the school's budget and ensure effective financial planning, efficient use of resources and best value for money
- Develop and maintain an appropriate staffing structure
- Oversee the quality of annual and other reports to families to ensure a consistently high standard of reporting
- Develop and maintain effective communication between children, staff, parents/carers, governors and the wider community
- Assist in identifying advice and support for parents/carers and families
- Promote equality, diversity and inclusion in line with OHC&AT policies
- Ensure equality of opportunity and of access for all members of the school community
- Monitor and evaluate the effectiveness of Health and Safety procedures and assist the premises team in ensuring that the health and safety needs of students and staff are met as far as is practicable and that health and safety policy guidelines are adhered to
- Lead on the creation, implementation and evaluation of the schools' development plans and self-evaluation documentation
- Assist with the wider improvement of community partnerships and the further development of extended service provision
- Promote professional development for all staff and support the delivery of a whole school programme of INSET in line with current improvement priorities and performance management targets, as well as targeted INSET for groups and individuals.
- Lead INSET as appropriate and manage budget allocation
- Act as an appraiser for teachers and members of the senior and middle leadership team
- Be responsible for overseeing the induction programmes for all new staff
- Liaise regularly with administrative staff in monitoring student attendance, and implement school policy in order to minimise student absence
- Ensure that class and school timetables run efficiently and that there is appropriate balance of subjects across key stages
- Be the key link for multi-agency colleagues including medical, speech and language therapy, occupational therapy, drama therapy and music therapy in order to effect best outcomes for children and their families
- To support colleagues with the development of a programme of integration and inclusion in line with other partner schools



## Management of Teaching and Learning

### The Principal will:

- Assume a shared responsibility for assessment, recording and reporting of students' progress, both quantitative and qualitative, ensuring progression and continuity and sending relevant information on students' attainment to the LA/DfE
- Ensure effective long, medium and short term planning and development of the curriculum
- Ensure that all students have quality of access to the whole curriculum, maintaining a stimulating, relevant and effective learning environment in which the individual needs of students are met
- Share responsibility for all monitoring and quality assurance activity and play an integral role in developing staff and raising standards and in other provisions within the OHC&AT family
- Offer consistent pastoral support for students and provide expert guidance on the management and positive support of behaviours that challenge
- Promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for students and high standards of teaching and learning
- Ensure that the planning and delivery of the curriculum is tightly focused (including the National Curriculum as appropriate) and tailored to meet students' individual needs across the school
- Oversee the quality of structured programmes of work-related learning and work experience, including careers and information advice and guidance, for students and families in Key Stages 3-5
- Plan for the development of the curriculum for the new Free School, including the development of the technical, vocational provision and extending the offer to post 16 students

## The self-improving school system

### The Principal will:

- Create an outward-facing provision which works with other schools and organisations in a climate of mutual trust and challenge - to champion best practice and secure excellent achievements for all students
- Develop effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all students
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools
- Shape the current and future quality of the teaching provision through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to service improvement, leadership and governance, confident of the vital contribution of internal and external accountability
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education

## Other

### The Principal will:

- Ensure the Health and Safety of staff and students and visitors in keeping with OHC&AT's Health and Safety policy
- Participate in appropriate continuing professional development and staff training opportunities to update or develop new skills
- Ensure personal and corporate currency with regard to national and local policy developments, initiatives and legislation
- Promote compliance with policies adopted by OHC&AT, e.g. Safeguarding of Children and Vulnerable Adults, Equality and Diversity, Health and Safety
- Undertake such other duties of a similar nature as required by the Executive Principal/ Deputy CEO

The job description is subject to review and change in consultation with the post holder.

## Management of People

### The Principal will:

- Lead on the recruitment and selection of teaching and support staff
- Be responsible for overseeing the induction programmes for all new staff
- Develop and maintain excellent working relationships with and between all staff, including multi-agency colleagues
- Maintain a positive team ethos through effective communication and shared discussion and training
- Work with other SLT members to oversee timetables, assembly and duty rotas and weekly information lists to ensure the smooth operation of the school
- Have corporate responsibility for day to day management of staff, including arranging cover for staff absence
- Monitor staff attendance with HR and address these issues effectively as they arise



## Qualifications and Training

Qualified to degree level and above	Essential
Qualified to teach in the UK	Essential
Right to work in the UK	Essential
Recent and relevant professional development	Essential
A further post-graduate qualification relevant to the post	Desirable

## Experience

Experience of effective and impactful leadership within any school provision.	Essential
Evidence of significant recent experience of responsibility for staff management and deployment.	Essential
A proven track record of recent and successful teaching of students with additional learning needs, including autism and social, emotional and mental health needs.	Essential
Evidence of effective financial planning, efficient use of resources and obtaining best value for money.	Essential
Evidence of the ability to scrutinise a range of data and make recommendations about school improvement following the analysis of the same.	Essential
Evidence of supporting strategic school improvement planning and school self- evaluation.	Essential
Recent evidence of using effective strategies to raise achievement for students with ASD and/or SEMH.	Essential
Experience of effective and impactful senior leadership within a specialist provision.	Desirable

## Knowledge and Understanding Relevant to the Post

Excellent understanding of current developments and best practice in teaching and learning, particularly as it relates to achieving high rates of progress for students with additional learning needs including ASD.	Essential
Excellent knowledge of how to raise achievement in English and maths for students with additional learning needs, including ASD.	Essential
Broad subject knowledge of core curriculum and foundation subjects.	Essential
Understanding of effective strategies for maintaining high quality attitudes to learning and conduct behaviour within the classroom and wider school and community context.	Essential
A deep understanding of equality of opportunity issues and how they can be successfully addressed within a special school context.	Essential
Knowledge and understanding of current best practice and statutory guidelines as it relates to child protection and safeguarding.	Essential
Recent evidence of using effective strategies to raise achievement for students with ASD and/or SEMH.	Essential
Experience of effective and impactful senior leadership within a specialist provision.	Desirable

## Skills and Abilities

To demonstrate the skills and understanding of high quality teaching, including ability to coach and mentor others to:

- Interest, encourage and engage students
- Provide appropriate levels of challenge, so that students make good progress
- Use relevant and meaningful curricula, and methods and resources that enable all students to learn effectively
- Use assessment information effectively to plan next steps in children's learning
- Make effective use of time
- Secure high standards of behaviour and outstanding attitudes to learning
- Be able to create rigorous monitoring systems with deputy and middle leaders
- Make effective use of teaching assistants and other support staff
- Enable students to acquire new knowledge and skills
- Enable students to develop the skills to work independently and collaboratively
- Enable students to develop self-esteem and respect for others
- Create a well organised, stimulating learning environment in line with the school policies
- Work with new technologies

Evidence of leadership qualities including ability to lead, motivate and enthuse others.	Essential
Excellent people skills delivered with emotional intelligence.	Essential
Evidence of the ability to plan, implement and evaluate at a strategic and high level.	Essential
Ability to use analytical skills to translate high-level vision and planning into meaningful action.	Essential
Ability to provide a model of best practice within the classroom and other learning settings across the school.	Essential
Ability to take a leading role in the promotion of a school ethos, culture, vision and mission that promotes high achievement and standards and high aspirations for students.	Essential
Excellent communication skills, both orally and written, including with students, parents/carers, other staff and external agencies.	Essential
Evidence of the ability to lead high quality in-service training. To be flexible, accessible and approachable.	Essential
Evidence of the ability to provide leadership to a team in planning, implementing and evaluating the curriculum and raising achievement.	Essential
A commitment to furthering own professional development and to the principle of continuous improvement.	Essential
Confident and competent with a range of IT. Excellent attendance record.	Essential



# The Appointment Process

For an informal discussion about the role, candidates are invited to contact:

**Beverley Davidson**

on **0203 897 7001**

**[bdavidson@orchardhill.ac.uk](mailto:bdavidson@orchardhill.ac.uk)**

to arrange a time to speak to our Deputy CEO/Executive Principal, Laurie Cornwell

To apply for the role please use the Quick Apply option on the TES portal.

If you have any queries, please contact **[jobs@orchardhill.ac.uk](mailto:jobs@orchardhill.ac.uk)**.

Please note that CV applications will not be considered

**Application deadline:**

**Thursday 21 April 2022**

**Interviews on: Thursday 28 April 2022**

OHC&AT is an exciting and forward-thinking organisation,  
to read about the benefits of embarking on a career with us visit:  
[ohcat.org/work-for-us](http://ohcat.org/work-for-us)

The PRIDE Academy and Orchard Hill College and Academy Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.



[www.ohcat.org](http://www.ohcat.org)

[www.ypacademy.org.uk](http://www.ypacademy.org.uk)

