

# Assistant Head of College (Assistant 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 33 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

Leigh Academies Trust (LAT) is one of the largest and most successful school groups in England. Starting in 2008 in Dartford, the Trust is now responsible for 33 academies of all types, educating over 24,000 pupils, employing almost 4,000 talented staff and with access to an annual income of over £200m. Our Ofsted track record is impressive. Currently, 14 of our academies are considered to be “Outstanding” which is nearly 50% of those which have been inspected whilst part of the Trust.

LAT has remained local with all of its academies located in the South East (Kent, Medway, Bexley and Greenwich), within a one hour drive across the South Thames Corridor. This helps us to share resources and expertise much more easily and offer abundant training and progression opportunities to staff. We invest heavily in our workforce and enjoy strong retention across all job roles. The Trust has embedded various advantages which mean that LAT is an excellent place to develop a career in education. This includes being a highly inclusive employer which celebrates the diversity of its workforce.

Our scale and experience means we have been able to develop several well-chosen approaches to running schools which we know work well. These include:

- A small school approach to education

where larger academies are organised into colleges. This ensures high quality pastoral care for pupils.

- A world class digital strategy where all staff and pupils have their own device making teaching, learning and operations efficient and highly impactful.
- Disruption free learning and a “warm strict” approach to behaviour management so that teachers can teach and pupils can learn.
- An all-through International Baccalaureate curriculum equivalent in quality to some of the best fee-paying schools and grammar schools in the UK and further afield.

In addition, The Leigh Institute - which is part of LAT - is responsible for Kent and Medway Training, one of the region’s biggest initial teacher training organisations, a large teaching school hub called Thames Gateway and an accredited apprenticeship provider. This powerful organisation trains, develops and supports 1,000s of teachers, support staff and leadership teams across the region each year. Our future plans are found in our [Vision 2030](#), available on our website.

We are now recruiting to appoint an exceptional Assistant Head of College (Assistant Principal) - Science at Leigh Academy Rainham.

**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 an Assistant Principal who has a Science specialism.

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 supporting their assigned Head of College (Vice Principal) with pastoral support for students within their college the Assistant Principal is responsible for line management of some 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 their Vice 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 nearly everyday we 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 Assistant Head of College (Assistant Principal) for Leigh Academy Rainham; a truly rare 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 need to be a Science specialist.

The successful candidate will play a huge part in accelerating the development of the school into an outstanding provider of education. We will expect the Assistant Principal to support the further development of a positive culture and ethos where every child is expected to do well and their progress is supported every step of the way. Our successful candidate will be a talented and 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, preferably in a non-selective setting. You will be expected to play a key role in developing the strategic vision for Leigh Academy Rainham even further whilst ensuring that our students develop their potential, achieve academic excellence and develop our core values. The successful applicant will be a key member of the senior leadership team, with a specific area of whole school responsibility that will both develop and complement your existing skills and interests and will model our human scale approach to education by driving our small schools philosophy.

The successful candidate will work closely with the Vice Principal and will have management responsibilities 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.

We wish to hear from you if you are committed to making a difference to the lives of our community and are:

- an enthusiastic, energetic and ambitious school leader with a track record of success 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>	Assistant Head of College (Assistant Principal)
<b>Location</b>	Leigh Academy Rainham
<b>Responsible to</b>	Head of College (Vice Principal)
<b>Basis</b>	Permanent, Full-Time
<b>Commencement</b>	Easter 2025 (or earlier if possible)
<b>Salary</b>	Leadership scale based on experience

# 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 Stella Poulter (Office Manager) - [stella.poulter@leighacademyrainham.org.uk](mailto:stella.poulter@leighacademyrainham.org.uk). Visits will be hosted by a member of the Senior Leadership Team. Please ensure you offer Stella 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 Stella (as above) in the first instance.

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

[Assistant Head of College \(Assistant Principal\) - Leigh Academy Rainham](#)

If you have any queries on any aspect of the application process or need additional information please contact Rachel Cribben (Recruitment Advisor) on **01634 412 258** or [rachel.cribben@latrust.org.uk](mailto:rachel.cribben@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.

<b>Closing date for applications</b>	Thursday 14th November
<b>Shortlisting date</b>	Friday 15th November
<b>Interviews and assessment activities</b>	Friday 22nd November



# Job Profile

**Role: Assistant Head of College (Assistant Principal - Leigh Academy Rainham)**  
**Reporting to: Head of College (Vice Principal)**

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

## Core Purpose

The Assistant Principal is expected to provide the leadership and management necessary to raise standards of achievement across the academy. The role will also involve whole academy leadership of academy priorities and the line management of at least two curriculum areas.

## Effective leadership where:

- a positive ethos reflects high achievement, effective teaching & learning and good relationships with students, parents, partners and the local community;
- staff, governors, sponsors, students and parents respect the academy leadership;
- staff and governors recognise their responsibility for contributing fully to the successful implementation of Trust and school policies and practises;
- the life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life in a modern digital world;

- expectations and support are high for all vulnerable groups;
- the welfare of students is safeguarded at all times;
- there is a clear Academy Performance Agreement in place and reviewed regularly to ensure continuing progress toward planned outcomes;
- efficient and effective use is made of staff, accommodation and resources;
- there is a positive contribution to the life of the Trust and its other schools;
- good value for money is provided and finances are well managed.

## Students who:

- make progress in relation to their prior attainment to expected or better than expected levels;
- achieve outcomes that reflect their full potential across all subject areas in a consistent manner;
- make the most of academy extra-curricular activities and specialisms;
- are well prepared for assessments and necessary examinations;
- are enthusiastic about the subjects they study and highly motivated to learn more;
- take responsibility for themselves, their learning and the academy environment;
- contribute to maintaining a purposeful working environment through their attitudes and behaviour.

## Teachers who:



- have a secure knowledge and understanding of their subjects and the overall learning process;
- set high expectations for all students and for themselves;
- plan lessons and learning that address the needs of all students within the class;
- employ the most effective approaches for every group of students;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work;
- reinforce and extend students' learning through
- setting consistent and challenging personal study tasks;
- understand the importance of a regime of rules and discipline;
- are systematically monitored, evaluated and supported in their work.

#### **Staff in general who:**

- enjoy coming to work;
- are inspired and motivated to reach their full potential for the benefit of the academy regardless of their role;
- are fully engaged with the direction and activities of the Academy, willing to go the extra mile whenever necessary;
- are resilient to the everyday challenges of academy life and are supportive towards each other at all times;
- have their performance assessed regularly via

a variety of methods and obtain constructive feedback on areas to improve as well as praise for achievements;

- communicate openly and clearly at all times;
- are supported in their career development and encouraged to progress.

#### **Parents who:**

- understand how an effective partnership with the academy contributes to their child's learning and happiness;
- endorse and assist the objectives of the academy and cluster as a whole;
- are kept fully informed about their child's achievements and progress and other developments across the school;
- know how they can support and assist their child's progress.

#### **Governors who:**

- give generously of their time, experience, ideas and contacts to assist leaders;
- hold academy leaders to account for quality of education, standards and finance;
- understand that their role is not to become involved in management;
- fulfil their statutory responsibilities to the Trust and DfE.

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

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest

'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.'

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.

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## 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.

For the role of Assistant Principal, we would expect candidates to demonstrate:

- passion for continuous personal and social improvement by self and others;
- professional integrity and respect for the opinions and circumstances of others;
- personal impact and presence with all stakeholders;
- leadership ability to inspire and motivate staff and students;
- excellent interpersonal and communication skills;
- passion for raising secondary achievement and solid understanding of what constitutes an outstanding school;
- significant leadership and management experience in a similar role;
- creative and innovative skills in finding new solutions;
- strong relationships with governors, parents and other stakeholders;
- willingness to share knowledge and work collaboratively with other academies and trust executives;
- abundant enthusiasm and energy;
- ability to think reflectively and adapt well to change;
- resilience and the ability to remain calm and consistent under pressure;
- reliability and ability to meet deadlines;
- sense of humour;
- effective organisational skills;
- excellent personal ICT skills.

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.

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

All of our academies  
work closely and  
collaboratively together,  
along with our partners,  
seeking to exploit the key  
educational philosophy of  
human scale education.

# 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 'Platinum' 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 gym access on selected academy sites
- 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.

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## 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 24,000 students, between the ages of 2 and 19, in 33 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich. Nearly 40% of academies are judged outstanding versus 15% nationally.

### 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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