



# Enquire Learning Trust Application Pack

## Contents of the pack:

1. The Enquire Learning Trust Visions, Values and Mission
2. The 8 Keys to Success
3. The Academy
4. Job Advert
5. Job Description

### The Enquire Learning Trust

We are a multi-academy trust responsible for 30 academies (by Sep18) in four clusters across the North of England; North East Lincolnshire, Hull, Manchester and Stockton-On-Tees.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people to every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don’t believe that implementing blanket priorities and objectives is pertinent to a successful academy, and encourages autonomy to academy leaders wherever possible.

### Values

* We believe that all learners can be powerful learners, given access to good learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
* We envisage a Trust where well-led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful, and where all learners have access to effective and innovative provision that meets their needs and aspirations.
* We want to add value to achievement and raise standards. We also want to change lives. We know that this requires our provision and our practice to be world class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
* We need to show that we take learning seriously and work together to create a vibrant culture in which this can happen. We know that it’s what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We need to take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that taps into their passions and interests and use the potential of emergent technologies.

### Keys to Success

As a Trust, we devised the following principles that we believe are the keys to our success. We are committed to an approach incorporating:

### Understands need and identifies real and current priorities.

We need to remain grounded in the real priorities that are identified by academy leaders and the Trust, because we can only expect schools to participate and actively engage if their real academy needs are met.

### Creates opportunities for academy leaders and teachers.

We need to constantly create opportunities for dialogue between the Trust, academy leaders and their peers, giving opportunity to enquire in to, and reflect upon the real priorities of each academy and explore opportunities for leadership teams to test out their judgements about where the school is and where the focus for improvement should be. We need to offer opportunities for collaborative support in co-designing the approaches each academy will take to achieve the improvements they aspire to.

### Takes advantage of research evidenced nationally to improve our futures.

Our approach needs to be based on the best research evidence that is available to us… because there is real wisdom in research and our children will learn most effectively if we are able to convert this wisdom into action and practice.

### Ensures evidence informed improvement is at the heart of everything we do.

To be continually exploring what the evidence base tells us about effective practice, utilising the outcomes of research to inform the decisions each academy makes about how to take practice and provision to another level. Ensuring our staff are given the opportunity to engage with research and explore what it means for their developing classroom practice.

### Understands that only when adults learn to do things differently, will classroom practice improve.

We must make professional learning and development an absolute priority, as if our adults are constantly learning and changing, so are our children. We are committed to creating high quality learning opportunities for all of our professionals – regardless of their role, with a reciprocal expectation that all of our professionals will embrace those opportunities to learn in ways that enhance the quality of what takes place in classrooms.

### Unlocks the potential!

We must emphasis the collaborative development and improvement, because the expertise locked away inside our classrooms has the potential to impact upon every learner. We need to create opportunities for reflection, learning and improvement. We need to de- privatise practice in ways that enable professionals in our classrooms to learn from one another, not only in their own academy but within the many schools across the Trust.

### Nurtures great leaders and liberates them to transform the life chances of our children.

We need to realise the potential of school-to-school support and leadership, utilising the outstanding leadership expertise that already exists within the Trust, and drawing upon that expertise to build leadership capacity within all of our academies.

### Recognises that great learning is created by great teaching.

Because when classroom practitioners grow, develop and thrive, so do our children. It is everyone’s responsibility to create the conditions for that to be great. Our employees are the key to our success, and as a Trust we must create the conditions for them to thrive.

### The Academy

Humberston Cloverfields Academy is a slightly larger than average primary, set in spacious grounds in Humberston, a village connected to Cleethorpes and Grimsby.  We share our school site with Humberston Academy and Humberston Park Special School.

You’ll find our classrooms to be hives of activity and full of creativity and learning, our motto is – **Busy Being our Best!** Visitors to our school comment positively on our stimulating learning environment. They describe our school atmosphere as welcoming, warm and friendly.

While it is our priority that the education that a child receives will enable them to achieve their academic potential and progress confidently into the next phase of their education, it is also part of our vision that all our children have positive experiences, that they are aware of the endless possibilities that await them. We ensure that they are nurtured and supported in order to develop, within them, the confidence to embrace whatever comes their way.

We work as a team to ensure that each child possess the values that enable them to live well in society and prepare them to deal effectively with the challenges that the modern world presents. All staff share this vision and recognise children as unique individuals with specific talents and needs. They work tirelessly to provide a varied and engaging curriculum and a positive school experience.

**Our Aims and Vision**

Our school was built in the 60s on a field that was abundant with clover, hence the school name. Our logo incorporates the clover leaf and bees and is the symbol for the hive of productive, exciting learning that is generated in our school. The school has a culture of caring at all levels and striving for excellence.

**Motto Busy Being Our Best**

There is a strong culture of community where it is safe to take risks and to care about trying hard- all staff and all pupils. “To fit in, in this school, working hard and treating people well is expected”

All members of the school community believe that human capacity is open ended; that effort creates intelligence; a greater effort can compensate for differences in prior attainment. “Smart isn’t something you are. It’s something you get.” (Jeff Howard)

A child leaving Cloverfields will have a clear sense of their own uniqueness that enables them to be confident, independent learners with a high level of self-esteem. They will be happy, well balanced and socially adaptable. They will be highly motivated with all the tools they need for the next steps in their learning journey.

In order for this to be a reality we-

* create a climate in school where pupils feel valued, are listened to and trusted;
* build and maintain a welcoming, friendly, bright and lively happy place where learners feel secure;
* teach social, cultural, and wider British Values and lead by example to create children who are tolerant of differences and actively promote an inclusive school community. We expect and foster highly developed sense of respect and tolerance that is evident in pupils’ behaviours in the wider society.
* ensuring that all pupils’ develop self-discipline appropriate for their stage of development.
* provide well for learners’ care, health and safety.

Some of the positive traits we aim to foster (not an exhaustive list and not in any particular order)

Strong set of values

Independent

A love of learning

Pride in themselves

Strong sense of self-worth

Positive attitude

Ambitious

Tolerant

Confident

Know how to enquire and find solutions

Resilient

Adaptable

Strong sense of right and wrong and be able to make a stand for what they believe to be right

Team player

Have social empathy

If you would like to see what our school has to offer, please arrange a visit by calling the school office. I look forward to meeting you.

Mrs C Spruce

Principal

Humberston Cloverfields Academy

St Thomas Close, Humberston, Grimsby, DN36 4HS

**Vice Principal**

Required from September 2020

Salary Scale: L8-14

Humberston Cloverfields is a happy, ambitious and vibrant school. We believe that children thrive on first hand, authentic experiences and strive to deliver these in a great learning environment. Everything we do is underpinned by a strong vision and mission.

Motto: Busy being our best

Our Vision: Smart isn’t something you are. It’s something you get

Our Mission: A child leaving Cloverfields will have a clear sense of their own uniqueness that enables them to be confident, independent learners with a high level of self-esteem. They will be happy, well balanced and socially adaptable. They will be highly motivated with all the tools they need for the next steps in their learning journey.

As part of the Enquire Learning Trust, we enjoy all the benefits of being a member of a vibrant learning community of, soon to be, 30 academies including excellent networking opportunities, curricular innovation, support and excellent CPD.

We are seeking an inspiring and capable Vice-Principal to take a lead in further developing our Teaching and Learning.

As part of the Enquire Learning Trust, one of the country's most successful Multi Academy Trusts, we have access to a highly skilled, creative network of schools that work together to continually improve and innovate.

Alongside the Principal and wider staffing team, the successful candidate will have the opportunity to make our Academy the best it could be. This is a unique opportunity, where you will be able to develop your leadership skills and strategic experience to positively enhance the learning and life experiences of pupils who are keen to learn.

The position of Vice-Principal has a strong focus on supporting, guiding and coaching teachers and learning support staff to become highly effective in their roles.

If you are excited by the challenge of taking a very good Academy to Outstanding and think that this sounds like an opportunity that is too good to miss, then we cannot wait to hear from you. All of our staff work incredibly hard and are highly dedicated to serving the local families within our community. If you would like to join a team that is pushing itself to always be better and you think that Cloverfields is the place for you, then we would like to hear from you.

We can offer:

• The opportunity to lead a dedicated, committed, enthusiastic staff

• The chance to work alongside excellent leaders from our partner schools within the Enquire Learning Trust

• First class professional and career development and on-going leadership development

• A commitment to supporting your own professional ambitions.

• This is an exciting opportunity for the right person. We are seeking:

• A highly skilled teacher with a proven track record

• A driven and effective team player who will help to create a climate where it is safe to innovate

• An inspirational and skilled leader who can be a focal point for the whole school community.

• A leader who will continue to improve our provision for all members of our learning community.

• A dedicated leader that can use the strengths of the school as a platform for further improvement

• A leader who has high levels of integrity, courage and a commitment to school-to-school collaboration

The closing date for completed applications is 12 noon on Monday 9th December, 2019. Interviews will be held on Tuesday 7th January. Please return application forms by post or electronically to: office@cloverfields.org.uk

For further details and to apply on line, please visit enquirelearningtrust.org. Alternatively, please contact the school on 01472 500217.

Visits to the school are welcomed; If you would like to arrange a visit to the Academy, please contact Mrs E Johnson, Business Manager on 01472 500217 or email- e.johnson@cloverfields.org.uk

Further information on our Academy can be found at cloverfields.co.uk

The Academy is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS).

We are committed to safeguarding and promoting the welfare of children and young people and expect the same commitment from all staff and volunteers

**Humberston Cloverfields Academy**

**Person Specification for Vice-Principal**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications | Qualified Teacher status  Evidence of involvement in INSET as a participant and as a provider  Degree level qualification |  |
| Experience | The Vice Principal should have experience of:  working in more than one Key Stage  leading a key area of curriculum development  supporting teaching staff, including coaching, mentoring and modelling good practice  monitoring and evaluating the work of colleagues, and pupil outcomes  the process of school development and improvement planning  participating in a team approach to management, including change management | In addition, the Vice-Principal might have experience of:  working within a variety of different schools in the primary age range  working with children from a variety of social backgrounds  key involvement in the evaluation and prioritisation of elements in the School Improvement Plan  staff recruitment, appointment and induction procedures |
| Knowledge and understanding | The Vice Principal should have knowledge and understanding of:  the role of the leadership group within school  the Ofsted Inspection Framework and the process and place of self-evaluation  effective teaching and its impact on the learning of pupils  current curriculum management and the school’s role in providing a broad, balanced and engaging curriculum for all pupils  the effectiveness of teamwork  the principles of community education and parental involvement  monitoring and assessment across a key stage  safeguarding requirements | In addition, the Vice Principal might also have knowledge and understanding of:  performance management processes  whole-school issues and their implications for financial management  people management  working in a primary Academy |
| Skills | The Vice-Principal will be able to:  use vision, initiative and leadership in making change, to enhance and raise standards  support the work of colleagues and promote staff development, with an understanding of its relevance to performance management  take a key management and leadership responsibility  involve staff, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school  listen and respond to adults and children, using good interpersonal skills  be a driver for change and improvement, as a role model for others  take a positive attitude to behaviour management | In addition, the Vice-Principal might be able to:  use ICT with confidence and enthusiasm |
| Personal characteristics | Adaptable  Approachable  Calm  Self-confident  Self-motivated  Reliable  Resilient  Reflective |  |