



Oriel Academy West London
an Aspirations Academy

Principal Application Pack



ASPIRATIONS

Dear Applicant,

Thank you for your interest in the position of **Principal** at Oriel Academy, an Aspirations Academies Trust School. This is an exciting time to join Aspirations Academies Trust and in particular to take on the leadership of Oriel Academy West London and steer the school through the next stage of its journey.

We wish to appoint an excellent leader with a real passion for making an impact at the whole academy level.

We work hard to foster high levels of self-worth within an Academy community that has the very highest expectations across uniform, behaviour, attendance, and punctuality. We want to empower future generations to follow their dreams. Oriel is a great place to work too, with a strong focus on career development. Many of the staff that trained with us across the Trust are now in Leadership positions and being on that development journey with our staff is important to us.

At Oriel we ask our students to take risks, be creative and make mistakes. As educators we are encouraged to think big, improvise and fail forward, through leveraging student interests, incorporating real world problems and using professional tools / expertise to design an engaging curriculum that drives students' curiosity for learning. Each member of staff at Oriel Academy shares a drive to equip students with the qualifications, qualities and power skills to reach their personal ambitions working together creatively to overcome any hurdle which might otherwise disadvantage our children. We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual.

We are seeking to appoint a talented and inspirational leader with the drive and passion to take the Academy forward into the next phase of growth and contribute to the Trust.

By joining the Aspirations Academies Trust Principals' group, you will be part of a team of educational leaders united by the shared vision of transforming lives through learning.

In being part of the Trust you will benefit from:

- membership of a collaborative group of like-minded institutions, where you share expertise and experience, along with peer-to-peer support in the Aspirations Academies Trust Principals' group
- the Aspirations Academies Trust track record of school improvement and establishing new schools on stable foundations with talented staff in place
- access to expertise in teaching and learning through the Aspirations Academies Trust Principals' group which also provides a rich resource of professional development
- potential progression opportunities building on the current Aspirations Academies Trust track record of promoting middle and senior leaders to higher level roles, and retaining talent and knowledge within the Trust

If you are an ambitious school leader with an excellent track record, who is ready to propel the school forward and lead with the right support behind you, then this opportunity will be a career defining move for you.

If you would relish this challenge and appreciate the invitation to become a key member of a successful, forward-thinking Multi-Academy Trust, we would very much welcome your application.

Yours faithfully,



Steve Kenning
Managing Director
Aspirations Academies Trust

Applications to be sent for the attention of Rebecca Thomson,
West London Primaries Business Manager
E-mail: sbm@oriel-aspirations.org

For more information, please visit:

<https://www.oriel-aspirations.org> or www.aspirationsacademies.org

The Aspirations Academies Trust

The Aspirations Academies Trust, as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspiration is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and all-through (ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

Vision and Ethos

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

We teach a highly engaging and challenging curriculum designed to ensure all students develop the knowledge, power skills and mindsets essential for success in a fast-changing world.

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Atlantic is driven by this, so that our students can leave us with the best set of qualifications possible and as well-rounded young people thereby helping to maximise their life chances.

High Expectations

We expect all students to meet the highest standards, and work with families and the community to ensure that our students meet our high expectations.

Teaching and Learning

Oriel Academy teachers provide engaging, challenging and relevant teaching and learning. Our teachers drive new initiatives and exciting new pedagogies within Oriel Academy and across the Aspirations Academies Trust.

Our Future Ambitions

Our goal is to raise the Aspirations of the young people with whom we work whilst equipping them with the skills to lead happy, healthy and fulfilling lives.

Who are we looking for?

We are looking for an exceptional individual to play an important role in our unique Academy. The successful candidate will be an **outstanding leader** and excellent classroom practitioner. We are seeking an individual adept at leading teams and individuals to deliver outstanding outcomes for young people.

The successful candidate will:

- Be an outstanding leader, with outstanding leadership skills
- Be a proven outstanding teacher, who has driven up attainment and progress
- Provide strategic and operational leadership
- Be ambitious first and foremost for the children we serve
- Have drive and steely determination but also a deep sense of personal humility
- Develop their colleagues for even greater success
- Display a compelling modesty

- Be driven, infected with an incurable need to produce sustained results – they are resolved to do whatever it takes to make the Academy truly great for every child, no matter how big or hard the decisions
- Have a deep-seated and strong moral purpose
- Be innovative, identifying and solving challenges with empirical creativity
- Have a productive and definable fascination about the successful work of the Academy
- Have an enthusiastic discipline about seeing things through
- Be relentlessly optimistic and positive
- Have the courage and conviction to take risks and take difficult decisions wisely
- Have a predisposition to immediate action, letting nothing slip
- Be insistent on a consistency of approach, individually and across the team
- Have a relentless belief in people

Principal

Oriel Academy West London

Principal – Oriel Academy West London reporting to Director of Education

Salary: L13 – L19 dependent on experience

Contract Type: Full-time, Permanent

Closing Date: 25th April 2025 by 9am

Interview date: Wednesday 7th May 2025

Start Date: September 2025

Oriel Academy West London is an Ofsted good school dedicated to academic excellence, innovation, and student success. We are seeking an exceptional leader to take our academy forward, building on our strong foundations and ensuring an inspiring, inclusive, and high-achieving learning environment for all.

The Role

Reporting to the Director of Education, you will provide visionary leadership, setting the strategic direction for the academy while ensuring the highest standards of teaching, learning, and student achievement. You will lead a talented and dedicated staff team with the support of the Director of Education, foster a culture of continuous improvement, and work closely with the wider community to maintain and enhance our reputation for excellence.

About You

We are looking for a passionate and experienced leader who:

- Has a proven track record of successful senior leadership.
- Is committed to delivering outstanding educational outcomes for all students.
- Can inspire and empower staff, students, and the wider school community.
- Has the strategic vision to drive innovation and sustain excellence.
- Is an excellent communicator with strong stakeholder engagement skills.

The Principal at Oriel Academy

- Ensures that the moral purpose is known and understood by all the team, leads by example and ensures that the school has students at the heart of its decision making.
- Doesn't shy away from forming new ideas for addressing issues; has a detailed overview and understanding of the school data; has their finger on the pressure points and ensures intervention and other action can take place with little hindrance.
- Ensures all Academy-wide actions have impact and is hot on follow through. Refuses to allow action without measures of impact and engenders this in the whole Academy.

- Discusses and facilitates necessary action by Senior Leaders, even if challenging to some. Ensures the organisational priorities are bigger than any one person.
- Never waits to 'see what happens' or lets emotions get in the way of necessary action. Ensures that scheduled meetings are necessary, kept a priority, do happen and are followed up
- Is open to scrutiny and advice
- Works well under the supervision of the Director of Education and is open to collaboration
- Establishes systems to ensure that all young people achieve their highest possible goals
- Will find opportunities to offer gratitude for the work of staff in open and closed forums and will create a culture of positive support and encouragement
- Offers regular but timely praise to young people, leaders and staff, ensuring that rewards are imaginative, personal and impactful.

This is a key role for the Academy, and we are looking for someone who is passionate about both their own development alongside profoundly wishing to make a difference.

We are also seeking someone who is ambitious, for both themselves, and their students, who would want to make their mark.

Why Join Oriel Academy?

- A high-performing, Ofsted good school with a strong, supportive community.
- A dedicated team of professionals committed to student success.
- Excellent professional development opportunities.
- The opportunity to shape the future of a unique academy.

How to Apply

Please click the 'fast apply' button and fill out the application form.

When applying, you must fill in the supporting statement section on the application form stating specific examples from your own experience demonstrating how you meet the professional expertise and skills criteria in the person specification. CVs are not accepted.

Closing date for applications – Friday 25th April 2025 by 9am

Interviews - Wednesday 7th May 2025

Our Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Join us in leading Oriel Academy to even greater success!

Visits to Oriel Academy West London

Visits to Oriel are encouraged and can be organised by contacting Michael Hogan our Acting Vice Principal via the school office on 0208 8949395 or by email mhogan@oriel-aspirations.org

Job Description

Principal – Oriel Academy, West London

Contract Type: Full-time, Permanent

The Principal of Oriel Academy West London shall carry out the professional duties as set out in the Trust's contractual framework for teachers.

The Principal is accountable overall to the Aspirations Academies Trust, and directly to the Director of Education, for ensuring the educational success of Oriel Academy West London and within the overall framework of the Aspirations Academies strategic plan as well as the development plans for the Academy. The Principal is responsible for all aspects of the internal organisation, professional leadership, management and control of Oriel Academy West London. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the Academy's work. Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision;
- Drive the Academy to deliver outstanding education and performance;
- Take the Academy to the next stage of development;
- Maintain a positive profile in the community - local and national;
- Managing Oriel Academy West London.

The Principal will work closely with the Director of Education to:

1. Shape the Future (Strategic Leadership):

Work under the guidance of the Aspirations Academies Trust to develop the shared vision and strategic plan for the Academy, which is responsive to the community it serves. At the core of this should be the educational and aspirational development of the students. Implement the Aspirations Academies Trust vision and strategic direction so that it is understood and acted upon by all stakeholders.

Develop and implement a strategic plan, underpinned by sound financial planning which identifies priorities and targets for ensuring that pupils and students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement. Ensure that the management, finance, organisation and administration of the Academy are efficient, effective and deliver value for money.

Ensure a close working relationship with other Aspirations Academies, sharing staff and resources, whilst at the same time maintaining the distinctive educational qualities of the Academy.

Ensure the raising of aspirations, achievement and attainment through the fostering of an inclusive, sustainable and innovative lifelong education environment.

Ensure the Academy achieves its performance targets. Effectively market and promote the Academy to a range of audiences.

Secure the commitment of parents and the wider community to the vision and direction of the Academy.

Work with all stakeholders to generate enthusiasm and commitment.

Challenge, motivate and empower others to attain ambitious outcomes.

2. Lead Learning and Teaching:

Secure and sustain effective teaching and learning throughout the Academy by monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement. This should include those with special educational needs in order to set and meet challenging, realistic targets for improvement.

Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on students' achievement and development.

Develop an inclusive and supportive approach so that the Academy is a place where all young people feel welcome.

Ensure that effective and appropriate pastoral support is available to students.

Establish creative, responsive and effective learning in all curriculum areas.

Create a positive culture of challenge, support, high expectations and high aspirations.

Embed the Trust's Core Principles into every aspect of the culture of the Academies.

Promote the acquisition and application of knowledge along with the development of power skills through the implementation of the Trust's 'No limits' curriculum.

3. Raise aspirations, achievement and attainment:

Address the needs and aspirations of each student through personalised learning and mentoring. Use assessment data to set challenging targets.

Develop a culture of testing at all levels.

Challenge practice to ensure a stimulating learning environment.

Ensure Academy-wide priorities are consistently and effectively implemented.

Ensure robust and effective review systems lead to continuous improvement.

Ensuring high expectations and strong practice lead to all children and young people making excellent progress and attaining in line within at least national benchmarks.

4. Develop Self and Working with Others:

Develop a culture of personal responsibility that encourages both excellence and supports appropriate strategies to deal with underperformance.

Ensure a high standard of professional development for all staff and for self. Work with all staff to build effective teams.

Sustain your own motivation and that of other staff.

Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.

Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.

Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT.

Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.

Work closely with the West London Regional Board and other Aspirations Academies to promote and develop the benefits of age 2-19 education.

Encourage and support staff to work with staff in other Aspirations Academies to encourage the sharing of good practice and school improvement.

5. Lead the Organisation:

Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.

Lead by example, be a highly visible presence around the Academy.

Establish collaborative and open relationships with all stakeholders.

Critically evaluate the Academy's performance.

Communicate openly with the Director of Education on a regular basis.

Ensure that communication channels exist enabling all staff to receive information they need in order to carry out their professional duties effectively.

Ensure structures deliver student progression, attainment and achievement.

Implement the Aspirations Academies Trust's appraisal framework for all staff.

6. Managing the Organisation

Work with the Director of Education to recruit and retain staff of the highest quality.

Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.

Plan, manage and monitor the curriculum of the Academy within the agreed budgets, setting appropriate priorities for expenditure allocating funds and ensuring effective administration and control.

Ensure the regular monitoring of the budget for the Academy and the oversight of the use of resources in full liaison with the Director of Education.

Ensure the effective implementation and operation of Aspirations Academies Trust common systems in Oriel Academy West London.

Take responsibility for the collection of data and making returns of all statutory requirements to the Department for Education.

Manage and organise the Academy efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements.

Ensure that the Academy works within the financial budget.

7. Secure Accountability:

Ensure all staff have clearly defined responsibilities and accountabilities.

Establish strong senior and middle leadership roles within a distributed leadership structure.

Secure robust Academy self-evaluation and quality assurance procedures.

8. Support the work of the Aspirations Academies Trust

Develop strong, positive relationships with colleagues in the Aspirations Academies Trust, contribute to collaborative work across Aspirations Academies and support other staff in participating in Aspirations Academies Trust work.

Participate in Aspirations Academies Trust and sector-wide activities in order to share best practice, contribute to the development of Aspirations Academies Trust strategies and policies and promote the academies and the Aspirations Academies Trust in a local and national context.

Provide advisory support to other Aspirations Academies as required.

9. Lead in the Community Through Collaboration:

Develop community engagement, promoting a continuous culture of change and aspirations for all.

Create and maintain an effective partnership with parents/carers.

Strengthen the Academy's positive image in the wider community.

Develop the Academy's extended school provision.

Actively support the diversity of the Academy's community and students.

Equal Opportunities

We welcome applications from people with disabilities and guarantee an interview for those with a declared disability should they meet the minimum criteria for the job. The Equality Act 2010 defines disability as “any physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, and Enhanced DBS check and satisfactory references.

Safer Recruitment Procedure

Aspirations is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

Person Specification		
A – at application R – through the recruitment process		
Knowledge and Qualifications	Essential	Desirable
Degree or equivalent	A	
Qualified Teacher Status	A	
Evidence of continued professional development	A	
NPQH (or is currently undertaking or will start the course before the role begins)	A	
High levels of involvement in safeguarding with relevant in school or external qualifications or course attendance	A	
Professional Experience	Essential	Desirable
Experience at Principal / Headteacher, Head of School, Vice Principal / Deputy level	A	
A proven track record of successful leadership and delivery of learning for all groups of pupils	AR	
Experience in the analysis of performance data for the purpose of target setting and evaluation	AR	
Experience of monitoring and improving the quality of teaching and learning	AR	
Experience of effective behaviour management and a commitment to ensuring that student behaviour is outstanding	A	
Experience of coaching and mentoring and leading CPD for all staff		A
Experience of systematic and rigorous school self-evaluation	AR	
Success with working with parents and the local community		A
Personal Aptitudes, Qualities and Skills	Essential	Desirable
Hard-working and able to thrive and manage pressure points	A	
Professional and positive manner	A	
Passion for teaching	AR	
Reflective		A

Commitment to vision and values	AR	
Effective communicator and interpersonal skills	AR	
Team work	R	
Raising Aspirations	Essential	Desirable
Evidence of effective leadership of the curriculum	A	
Involved in monitoring effective teaching and learning	AR	
Promotes a curriculum beyond the NC	AR	
Experience of successfully initiating, implementing and evaluating change and development	AR	
Understand and practice inclusion so that all have the opportunity to be the best they can be	A	
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils	A	
Acknowledges excellence and challenges underperformance	A	
Managing the Organisation	Essential	Desirable
Able to demonstrate working knowledge of the principles and strategies of school improvement and the principles and practice of dispersed leadership	A	
Ability to create policies, through informed decision making, consultation and informed judgements		AR
Knowledge of strategic financial planning , budgetary management and application of the principles of best value		AR
Ability to manage a school on a day to day basis including delegation management of tasks and monitor their implementation	AR	
Awareness of health and safety requirements		AR
The values of the Aspirations Academies Trust	Essential	Desirable
Display a commitment and support for the aims of the Aspirations Trust in all its Academies	R	A
Exhibit a belief in the values of the Aspirations Trust and in the value of research in school improvement	R	A