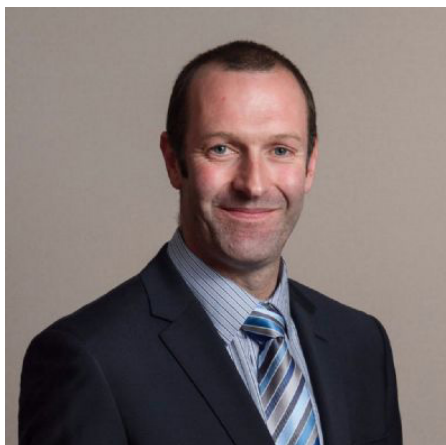
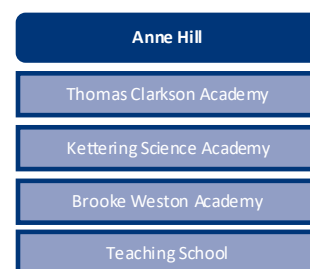
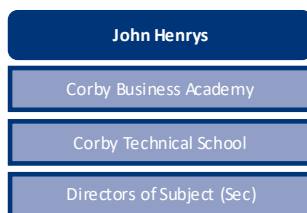
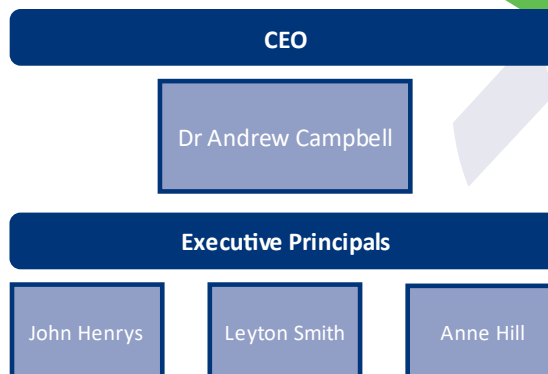


# TRUST TALK

*Following a recent leadership restructure (see diagram) the Trust now has three Executive Principals, each with their own roles and expertise.*



**John Henrys is working with two of our schools to improve outcomes, analyse data and implement large-scale projects to standardise the flow of information and keep up with technology**

Mr Henrys, a former Principal at Corby Business Academy, was promoted to Executive Principal in 2016.

He said: 'My role is working alongside Corby Business Academy and Corby Technical School and liaising with the Principals and leadership teams to help secure outcomes. It is looking at quality and standards in the classroom, helping the schools analyse data, supporting staffing decisions and restructuring. It is also co-ordinating with site teams and dealing with the non-educational distractions that can take away from the Principals' time.'

Mr Henrys, whose specialisms are geography and business IT, spent his early career in the West Midlands before he joined Corby Business Academy as VP for curriculum. He relinquished his classroom role after becoming Principal in 2012.

'When I started at CBA I was teaching humanities with maths and computing. I miss my time in the classroom, particularly the geography element. There's too few routes that offer progression while keeping teachers in the classroom. That is why we are looking at recruiting more Trust-wide Directors of Subject to model best practice, identify and celebrate the strongest practitioners.'

'The key focus for both schools is teaching and learning. It is making sure that staff are up to speed with the new qualifications and that we are working together to support one another. We want to make sure we are talking to the right people, linked into the right groups

of schools and using all of the data possible to gauge our progress. I am also involved in Trust-wide projects such as the Management Information System, procurement and looking at the future of technology supported learning from a teaching point of view. It is also being as efficient as possible at managing and analysing the data we produce.'

'My key skills are understanding data, having an awareness of what makes effective teaching and learning and how capacity can be deployed to support school improvement.'

'What excites me is the challenge of getting schools to be successful given all of the external factors that we are having to work with. You have got to have a high degree of resilience, a clarity of thought and you have to step away from pressures to make sure that the decisions you are making are based on proper thought and evidence, not just gut reactions and immediate response.' ■



**Anne Hill is looking forward to the challenge of her new role overseeing the work of three secondary Academies and driving up school improvement and results.**

Executive Principal Anne Hill is looking forward to the challenge of her new role overseeing the work of secondary Academies, school improvement and driving up outcomes for students.

Ms Hill, formerly Principal at Thomas Clarkson Academy, Wisbech, will be retaining close links with Richard Scott, its newly appointed Associate Principal, while also assuming responsibility for Kettering Science Academy along with Brooke Weston Academy and its well established Teaching School in Northamptonshire.

As an experienced Principal with two prior Headships, including a very successful school in Northampton, she has a strong track record of school improvement, described as “excellent.” Ofsted inspectors have praised her ‘ambitious and highly effective leadership’, with a “sharp focus on school improvement” which they describe as “unrelenting.”

Ms Hill said: ‘I am very excited about the possibilities the role brings because there are some clear similarities across the three schools and also very different strengths within each. I see my role as being the co-ordinator, ensuring there is much greater collaboration. Where we have strengths these will be shared across the schools and where we have areas that need to be developed

we will work collaboratively or bring in additional resource. Sometimes it is difficult as a Principal to have the time to step outside your own school and identify and learn from all the good practice that is going on elsewhere, so in this role I will have that helicopter view. I also chair the secondary principals’ meetings for the Trust and we are focusing on working together, enabling us to bring even more value to each school for the benefit of all of our pupils.’

She will support the Principals and provide a professional overview when necessary: ‘It’s about collaboration, professional integrity, trust, confidentiality and being able, as a collective group of heads, to have open and honest conversations.

‘You often hear that headship is a very lonely place, however, as a group of secondary principals we have a ready-made support network and that will be hugely beneficial. Obviously at Thomas Clarkson Academy I will still be in the background. Each school needs different levels of support but I see my principal objective as driving school improvement, improving outcomes for pupils across the Trust. The possibilities across all three schools are huge because we have got a great staff body and very pro-active and enthusiastic Associate Principals who all share the same goal.’ ■

*‘There are some clear similarities across the three schools and also very different strengths within each’*



**Leyton Smith is passionate about supporting schools and will collaborate closely with our Trust primaries in his new role.**

He said: ‘I am most looking forward to working across a number of really good schools and being able to work with Principals to make sure that all of our primaries develop best practice and are striving to be the best that they can and achieve the best outcomes for their students.

‘It is a broad remit, one that requires sensitivity and emotional intelligence as I am working with a wide range of professionals and supporting different schools with different strengths, challenges and priorities.

Mr Smith, has been in headship for 14 years, and Principal at Beanfield Primary School since 2012, so his previous experience is invaluable.

He has already worked closely with all five Trust primaries and so the new role is a continuation of an existing partnership.

‘I really enjoy the Principals’ meetings because we are such a good team, everyone brings something different and they all want the best for each other – we care enough to challenge enough! Over the last five years I have been in contact with many of them looking for guidance or support and they have done the same with me. All we have done now is formalise that relationship.

‘Across the primaries we have very strong relationships built on trust and professional integrity so it is a real privilege to work with great people who are passionate about the schools they lead.

In many respects it is the best of both worlds as I still have overall responsibility for Beanfield but have the opportunity to support four other fantastic schools, ensuring they are well represented within the Trust.’ ■

*‘Across the primaries we have very strong relationships built on trust and professional integrity’*