



Vice Principal

Denaby Main Primary Academy

Recruitment Pack



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Welcome Letter

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Libby Nicholas

Chief Executive, Astrea Academy Trust





A Warm Welcome, from Victoria Gorton, Denaby Main Primary Academy

Dear Candidate,

Thank you for your interest in this role at Denaby Main. This is a fantastic opportunity for a dynamic and passionate Vice Principal to make a huge impact in our academy.

We are looking for an enthusiastic and committed person to join us on our journey and play a key role in our team.

We are a strong and determined school team who are striving to get to good by our first inspection as a new academy.

We can offer a warm, open and friendly environment where staff wellbeing is given high priority. Quality CPD and development through being part of the Astrea Academy Trust is available through in school and external training and development.

This is an extremely exciting opportunity for an individual who is wanting to enhance their career and make an impact on standard of teaching, learning and in our improving academy.





Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.





Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Reach4thestars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website: <https://astreaacademytrust.org/>



Astrea Academy Trust Family

Academies currently within Astrea Academy Trust:

- ★ Atlas Primary Academy, Sheffield
- ★ Byron Wood Academy, Sheffield
- ★ Carrfield Primary Academy, Rotherham
- ★ Castle Academy, Doncaster
- ★ Cottenham Village College, Cambridgeshire
- ★ Denaby Main Primary Academy, Doncaster
- ★ Edenthorpe Hall Academy, Edenthorpe
- ★ Gooseacre Primary Academy, Rotherham
- ★ Greengate Lane Academy, Sheffield
- ★ Hartley Brook Primary Academy, Sheffield
- ★ Hatfield Primary Academy, Sheffield
- ★ Hexthorpe Primary Academy, Doncaster
- ★ Highgate Primary Academy, Rotherham
- ★ Hillside Academy, Doncaster
- ★ Intake Primary Academy, Doncaster
- ★ Kingfisher Primary Academy, Doncaster
- ★ Lower Meadow Primary Academy, Sheffield
- ★ Netherwood Academy, Barnsley
- ★ The Centre School, Cambridgeshire
- ★ The Hill Primary Academy, Rotherham
- ★ Waverley Primary Academy, Doncaster



Job Description

Position: Vice Principal

Salary Range: Leadership Scale, Competitive

Contract Type: Permanent, starting September 2018 or January 2019

Reporting to: Principal

Location of this position: Denaby Main Primary Academy

Purpose of this role:

The Vice Principal will focus firmly on teaching, learning and student success, whilst being a capable leader with the potential to develop further.

The Vice Principal will also ensure standards are applied consistently in terms of the:

- Smooth day-to-day running of the academy
- Ensure all staff are aware of all academy policies
- Implementation of the quality assurance procedures for all aspects of the work of the academy

Main duties:

Work with the Principal, supporting the leading of Teaching and Learning

- To ensure a realistic consistent and continuous academy-wide focus on student achievement, using data and benchmarks to monitor progress in every child's learning
- To ensure that learning is at the centre of strategic planning and resource management
- To establish creative responsive and effective approaches to learning
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- To demonstrate and articulate high expectations and set realistic, obtainable targets for the whole academy community
- To implement strategies which secure high standards of behaviour and attendance
- To determine, organise and implement a diverse and flexible curriculum and implement an effective assessment framework
- To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff
- To monitor, evaluate and review classroom practice and promote improvement strategies
- To challenge underperformance at all levels and ensure effective corrective action and follow-up

Work with the Principal, developing self and working with others

- To engage with all staff in a manner which creates and maintains a positive academy culture



- To build a collaborative learning culture within the academy and actively engage with other schools/academies to build effective learning communities
- To develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- To acknowledge the responsibilities and celebrate the achievements of individuals and teams
- To develop and maintain a realistic culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- To regularly review own practice, set personal targets and takes responsibility for own personal development
- To manage self and encourage colleagues to retain a healthy balance in their professional and personal lives

Work with the Principal in managing the organisation

- To create an organisational structure which reflects our values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- To produce and implement clear, evidence based improvement plans and policies for the development of the academy and its facilities
- To ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- To manage our financial and human resources effectively and efficiently to achieve educational goals and priorities
- To recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the academy
- To implement successful performance management processes with all staff
- To manage and organise the environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations
- To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- To use and integrate a range of technologies effectively and efficiently to manage the Academy
- To comply with policies and procedures relating to the Code of Conduct, safeguarding, health and safety, security, confidentiality and data protection etc.

Work with the Principal to secure accountability

- To fulfil commitments arising from contractual accountability to the governing body
- To develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- To work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities



- To develop and present a coherent, understandable and accurate account of the academies performance to a range of audiences including governors, parents and carers
- To reflect on personal contribution to academy achievements and to take account of feedback from others

Work with the Principal in strengthening the community

- To build a culture and curriculum which takes account of the richness and diversity of our communities
- To create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment
- To ensure learning experiences for students are linked into and integrated with the wider community and to ensure that students have opportunities to take on leadership roles within the academy and the wider community
- To ensure a range of community based learning experiences
- To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- To create and maintain an effective partnership with parents and carers to support and improve student achievement and personal development
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to enhance and enrich the work of the academy and its value to the wider community
- To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other academies, schools and colleges and promoting innovative initiative
- To co-operate and work with relevant agencies to protect children

General

All Denaby Main employees are required to:

- Abide by the Health & Safety at Work Act
- Attend training as required
- Respect confidentiality
- Work within the Academy and Trust policies and procedures
- Comply with the Academy and Trust no smoking policy
- Participate and contribute to team meetings
- Co-operate and liaise with departmental colleagues
- Demonstrate a commitment to their own development, to take advantage of education and training opportunities and develop their own competence
- Support and encourage harmonious internal and external working relationships
- Make a positive contribution to raising the profile of the academy



The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Knowledge, Qualifications and Experience	Essential	Desirable
Relevant Experience		
Proven experience of successfully raising achievement and improving behaviour in a secondary school – within individual departments and across the school/academy as a whole	*	
Experience of Senior Leadership within a school/academy context	*	
Experience of using school/academy data effectively to raise achievement and improve behaviour	*	
Experience of teaching at EYFS, KS1 or KS2	*	
Proven excellent Behaviour management skills and strategies	*	
Experience of with working with children from disadvantaged backgrounds	*	
Education and Training		
Teaching degree or equivalent	*	
Evidence of relevant Further Study e.g. Masters Degree, NCSL courses	*	
Knowledge		
An understanding of the current National Curriculum. A sound understanding of strategies to support all children’s learning.	*	
The use of a variety of techniques for assessment for learning in order to impact positively on children’s progress.	*	
Knowledge of and ability to implement effective systems and practices to promote good behaviour and develop a positive ethos	*	
Excellent behaviour management strategies.	*	
A commitment to further professional development.	*	



Excellent interpersonal skills.	*	
Ability to/willingness to contribute to the whole school context (including INSET)	*	
An understanding of and working knowledge of the needs of children with SEND.	*	
Skills and Ability		
Ability to work on own initiative and prioritise work to given deadlines	*	
Ability to present information clearly and concisely to prescribed formats	*	
Ability to develop and engage teachers in using data appropriately to raise achievement and improve behaviour	*	
The ability to work productively and positively with a range of colleagues both internally and externally.	*	
Excellent written and oral communication skills	*	
Ability to work accurately and methodically under pressure	*	
Ability to respect and maintain confidentiality	*	
Ability to work individually and as part of a team	*	
Commitment to the safeguarding and promotion of the welfare of young people	*	
Ability to maintain appropriate relationships with staff and students	*	
Ability to deal appropriately with a range of sensitive issues	*	
Additional		
A willingness to take part in training and development opportunities as required	*	
Have a commitment to making education in the academy relevant to a learner's life beyond school	*	
Safer recruitment trained		*



Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Keeping Children Safe in Education 2016

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.



Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address



- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;

Name: Andrea Robinson

Position: School Business Manager

Contact: andrea.robinson@astreadenabymain.org.uk

The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.