



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**



ASPIRING PRINCIPALS PROGRAMME
VICE PRINCIPAL
RECRUITMENT INFORMATION PACK



Star

WELCOME FROM THE CHIEF EXECUTIVE

Dear Candidate,

Thank you for your interest in Star's Aspiring Principals Programme.

Leadership is our specialism. Over the years, we have developed rich opportunities for our pupils and staff to help them stand apart from the crowd and inspire others. The Aspiring Principals Programme continues this theme. As a dynamic new element of Star's talent strategy, the programme seeks to identify, nurture and develop high calibre senior leaders to take on the exciting and multi-faceted role of principal.

We know that leadership demands tenacity, resilience and energy, and that leaders' skills are best developed through focused mentoring, coaching and access to models of best practice. So our Aspiring Principals Programme combines the intensive experience of vice principalship with structured training and development.

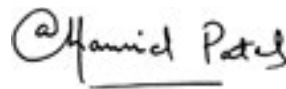
We have designed the programme to be mutually beneficial: ambitious senior leaders with the capacity to lead excellent schools will flourish aided by the bespoke support of highly successful Star principals and the wider trust family; meanwhile, our schools will benefit from carefully considered succession planning.

Our promise is that candidates who complete Star's Aspiring Principals Programme and make a positive difference as Star vice principals will go on to become principals of Star schools in around three years' time.

If you are ambitious, motivated, values-driven and keen to spur social mobility by providing a first-class education to children from disadvantaged areas, this could be the opportunity of a lifetime. We will set you a substantial goal and equip you with the skills to achieve it.

Please read the job description, person specification and programme details. If becoming an aspiring principal with Star is the ideal next step on your career journey, we look forward to hearing from you.

Yours sincerely,



SIR HAMID PATEL CBE
Chief Executive, Star Academies



ABOUT OUR SCHOOLS



OUR MISSION

To promote a culture of educational excellence, from within a caring and secure environment enriched with the values of discipline, mutual care and respect, which extends beyond the school into the wider community.

OUR VISION

Nurturing today's young people, inspiring tomorrow's leaders.

OUR STAR VALUES

S

SERVICE

Being a responsible citizen in our community

T

TEAMWORK

Working together for excellence

A

AMBITION

Aspiring to be our best

R

RESPECT

Treating others as we wish to be treated

CURRICULUM

Our curriculum emphasises the importance of intellectual study and focuses on traditional learning. We believe that this will best equip our pupils for the pathways that lead to university, the professions and success in whatever career they eventually choose. We are determined that our pupils will compete on equal terms with pupils coming from the most privileged circumstances. We provide them with an academic, but rounded, education that gives them the best possible chance to succeed.

There are five key strands to the overall curriculum:

1. Academic excellence
2. Character development
3. Service to communities
4. Underpinning STAR values
5. Overarching leadership specialism

There is an unashamedly academically focused subject driven knowledge rich curriculum for the vast majority of pupils. This model is based on the driving principle of the highest ambition and expectations of pupils regardless of background that will lead to transforming their life chances.

LEADERSHIP SPECIALISM

Our leadership specialism provides our pupils with a variety of enjoyable and engaging learning experiences. Programmes in sports, creative arts and social enterprise build character and provide opportunities for making a difference in the local community. These programmes are supplemented by enrichment opportunities – Leadership Academies – aimed at developing key leadership skills and specific interests and talents. All of our Leadership initiatives promote our STAR values of service, teamwork, ambition and respect and equip our pupils with the skills and confidence to take on more responsibilities as they get older.

THE ROLE

| | |
|----------------------------------|--|
| Job Title: | Aspiring Principals Programme - Vice Principal (Secondary Schools) |
| School Base: | Principal |
| Staff Responsibility for: | As assigned |

JOB PURPOSE SUMMARY

As a participant on the Aspiring Principals Programme, the successful post holder will be provided with opportunities to prepare for the post of Headteacher/Principal in a secondary school.

The Vice Principal will be an advocate for developing and implementing our school ethos to ensure that all pupils within our school have an exceptional experience. All leaders will have responsibility for ensuring that all pupils achieve and have high aspirations to realise their potential.

The Vice Principal will support and assist the Principal by providing dynamic and professional leadership and management by sharing and modelling the school's vision and values in everyday work and practice; developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to rigorous and on-going self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school wide improvements.

The Vice Principal will deputise for the Principal as needed or directed.

JOB PURPOSE:

Responsibilities will be determined and reviewed annually to keep all pupils safe and to ensure the effective delivery and implementation of the School Development Plan and Annual Operating Statement.

Agreed key responsibilities will focus on supporting the Principal to:

- Provide clear strategic direction to secure positive outcomes for all pupils
- Raise aspirations to secure progress and attainment for all pupils
- Lead learning and teaching to meet the needs of all pupils to secure success
- Develop staff to secure high quality delivery within school
- Ensure all staff are held to account and are able to make a valued contribution to outcomes for pupils
- Develop links within the local community promoting a range of provision within and outside school, designed to break down social economic and cultural barriers
- Lead the development of curricula including short, medium and long term planning
- Support and develop Trust and school policies and provide a model of excellent practice.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Qualities and knowledge

- 1.1. Hold and articulate clear values and moral purpose, working with the Principal to provide a Star education for the pupils in our school.
- 1.2. Demonstrate optimistic personal behaviour and develop positive relationships and attitudes with our staff team, pupils, parents, governors and members of our local community and trust.
- 1.3. Lead by example with integrity, creativity, resilience, and clarity utilising your own expertise and that of others within our school and trust.
- 1.4. Develop a comprehensive current knowledge and understanding of educational developments at local, national and international level and pursue continuous professional development for yourself and promote this with other team members.
- 1.5. Develop your own knowledge of school financial and HR matters and the importance of having a clear understanding of both local and national policy and the potential impact on our school.
- 1.6. Support the Principal to develop and sustain a learning climate where all pupils and staff are empowered to achieve their Star potential.

2. Working with pupils and staff

- 2.1. Demand ambitious standards for all pupils striving to overcome disadvantage and advancing equality within our school and community.
- 2.2. Instil a strong sense of accountability in our staff for the impact of their work on the progress our pupils make and the individual achievements of all our pupils.
- 2.3. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice.
- 2.4. Promote and encourage creativity and innovation in pedagogy within a Star curriculum that meets the needs of all our pupils.
- 2.5. Establish an educational culture of 'open classrooms' as a basis for sharing best practice where our staff are motivated and encouraged to develop their own skills and subject knowledge and to support each other.
- 2.6. Work with the Principal to identify emerging talents and to coach current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning within our school and trust.
- 2.7. Monitor the implementation of the trust's behaviour, anti-bullying and pastoral policies.
- 2.8. Coordinate instructional coaching arrangements, practice clinics and professional development programmes in line with priorities set out in the School and Trust Development Plans.
- 2.9. Provide instructional coaching and support staff to make accurate judgements in the ongoing assessment of learning including provision of opportunities for moderation.
- 2.10. Support the Principal in the implementation of the school's appraisal policy.
- 2.11. Lead on the implementation of child protection policy and procedures and ensure all pupils are safeguarded.
- 2.12. Lead on the implementation of trust's attendance policy and strategies and procedures which secure high standards of attendance.

3. Supporting learning and teaching

- 3.1. Work effectively with the Principal to ensure that the trust's teaching and learning policies, pedagogical model and quality assurance systems are implemented with fidelity.
- 3.2. Work effectively with the Principal to guarantee that the trust's professional development model is implemented, ensuring that all staff are constantly improving. Support the identification of systemic gaps and provide appropriate professional learning opportunities that allow full alignment to the trust models.
- 3.3. Role model instructional leadership by providing frequent actionable feedback to staff.
- 3.4. Promote the value of a safe, calm and well-ordered environment for all our pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community.
- 3.5. Ensure that quality assurance systems and self-evaluation measures for managing the performance of all staff are well understood by colleagues and effectively used to improve, promote and value excellent practice.
- 3.6. Work effectively with the Principal to actively support the local accountability board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold staff to account for the achievements of our pupils.
- 3.7. Develop a thorough understanding of curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of our pupils' achievements and the sustainability of our school.
- 3.8. Work with the Principal to promote distributed leadership throughout our school to create teams where colleagues have distinct roles and responsibilities and are able to hold each other to account for their decision making.
- 3.9. Work with other senior leaders to monitor progress and attainment and implement personalised intervention programmes.
- 3.10. Ensure pupils with special educational needs have adequate provision to meet their individual targets and make maximum progress.
- 3.11. Collate, analyse and interpret attainment and progress data.
- 3.12. Assume responsibility for timetables, rotas and day to day cover arrangements.

4. Leading a self-improving school and trust

- 4.1. Facilitate opportunities for staff to work collaboratively with other Star schools, in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for our pupils.
- 4.2. Support staff in developing effective relationships with other professionals and colleagues to improve academic and social outcomes for our pupils.
- 4.3. Work with staff to develop a greater understanding of how colleagues can secure excellence for our pupils by working in collaboration with others, as professional learners themselves, committed to sustained personal professional development.
- 4.4. Motivate managers to inspire and influence others to promote the fundamental value and importance of education in young people's lives.
- 4.5. Support the creation of a School Development Plan and self-evaluation.

5. Building a Strong Star Community

- 5.1. Support the activities of the Trust.
 - 5.2. Ensure school staff actively contribute to subject leader networks and the trust's professional development programme.
 - 5.3. Play an active role in the Star family of schools and the Star Talent Academy (formerly Star Institute).
 - 5.4. Support the leadership of other schools within the family of Star schools.
 - 5.5. Share excellent practice and learn from, with and about other schools in the Star schools.
 - 5.6. Liaise effectively with, and support the work of, the Trust central team to enable it to ensure the effectiveness of all Star schools.
 - 5.7. Ensure that all activities within the school serve the vision, strategic direction and priorities outlined by the Trust.
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6. Other responsibilities

- 6.1. Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
 - 6.2. Carry out any such duties as may be reasonably required by the Principal or Chief Executive.
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7. Records management

- 7.1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

PERSON SPECIFICATION

| No | Categories | Essential/ Desirable | Assessed by: | |
|--|---|-------------------------|--------------|--------------------|
| | | | App Form | Interview/ Task |
| QUALIFICATIONS, EXPERIENCE AND PROFESSIONAL DEVELOPMENT | | | | |
| 1. | Qualified Teacher Status | E | ✓ | |
| 2. | Degree-level qualification | E | ✓ | |
| 3. | Evidence of training and relevant qualification in educational and school leadership management (e.g. NPQs) | E | ✓ | |
| LEADERSHIP AND MANAGEMENT | | | | |
| 4. | Experience as an Assistant Principal or equivalent in a school setting | E | ✓ | ✓ |
| 6. | Effective management of a high performing faculty or pastoral team | E | ✓ | ✓ |
| 7. | Demonstrates the ability to work strategically and successfully at Senior Leadership level | E | ✓ | ✓ |
| 8. | Successful planning, management, leadership and evaluation of a school improvement initiative which has had a significant impact on outcomes for pupils | E | ✓ | ✓ |
| 9. | Experience of implementing strategies that improve the quality of teaching and learning, successfully challenging underperformance | E | ✓ | ✓ |
| 10. | Experience of leading training and other staff development activities, including instructional coaching | E | ✓ | ✓ |
| 11. | Experience of working successfully with other educational providers and partners | E | ✓ | ✓ |
| 12. | An understanding of working with data at a strategic level | E | ✓ | ✓ |
| 13. | Experience/understanding of the impact of new technologies on teaching, learning and school organisation | E | ✓ | ✓ |
| 14. | Lead role in developing school ethos including promoting high standards of behaviour | E | ✓ | ✓ |
| TEACHING | | | | |
| 15. | An outstanding teacher with a proven track record and varied experience and understanding of Teaching and Learning | E | ✓ | ✓ |
| 16. | An inclusive classroom practitioner who is passionate about achievement and success for all learners | E | ✓ | ✓ |
| 17. | Leads by example in continuously reflecting and acting on feedback and developing quality of own teaching | E | ✓ | ✓ |
| 18. | Experience of teaching in at least two schools and leadership in at least one school | D | ✓ | |
| WIDER PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS | | | | |
| 19. | Demonstrates ability to inspire, motivate and empower high-performing teams through energy and enthusiasm | E | ✓ | ✓ |
| 20. | Skill in coaching and mentoring individual colleagues to develop them professionally | E | ✓ | ✓ |
| 21. | Knowledge of the National Curriculum | E | ✓ | ✓ |

| No | Categories | Essential/ Desirable | Assessed by: | |
|---|--|-------------------------|--------------|--------------------|
| | | | App Form | Interview/ Task |
| WIDER PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS | | | | |
| 22. | Knowledge of current educational developments, with the ability to understand and evaluate them in the context of strategy and practice in school | E | ✓ | ✓ |
| 23. | Ability to think and plan strategically and to communicate vision, priorities and plans so that improvements are brought about in a shared and sustainable way | E | ✓ | ✓ |
| 24. | Effective delegation of responsibilities and monitoring of the work of others so that tasks are completed to a high standard | E | ✓ | ✓ |
| 25. | Commitment to building strong sustained relationships with governors, parents/carers, partner star schools and other community partners, with an understanding of the importance of such relationships to the education and personal development of every young person | E | ✓ | ✓ |
| 26. | Commitment to the safeguarding of pupils and young people | E | ✓ | ✓ |
| 27. | Financial awareness and responsibility for a key area | D | ✓ | ✓ |
| PERSONAL QUALITIES, SKILLS AND ATTRIBUTES | | | | |
| 28. | Can think creatively and analytically in order to solve problems and develop solutions | E | ✓ | ✓ |
| 29. | Outstanding communicator across the written and spoken repertoire, with all people in and beyond the organisation, who is organised, listens, is self-aware, and is perceptive about the views of others | E | ✓ | ✓ |
| 30. | Challenges and holds self and others to account | E | ✓ | ✓ |
| 31. | A strong commitment to inclusion and overcoming barriers to learning and achievement | E | ✓ | ✓ |
| 32. | Shows initiative, is proactive, makes decisions, but also understands when to consult, seek advice and be responsive to feedback | E | ✓ | ✓ |
| 33. | Positive, constructive approach, high work output sustained over time, resilient and effective self-manager | E | ✓ | ✓ |
| 34. | Leads by example, high profile, demonstrates integrity and values in action | E | ✓ | ✓ |
| 35. | Commitment to the pursuit of the Continuous Professional Development of oneself and others | E | ✓ | ✓ |
| 36. | Aspires to move on to headship in three years | E | ✓ | ✓ |
| 37. | Commitment to support Star Academies' agenda for safeguarding and equality and diversity. | E | ✓ | ✓ |
| 38. | A strong commitment to the Trust value of 'Service'. | E | ✓ | ✓ |
| 39. | A strong commitment to the Trust value of 'Teamwork'. | E | ✓ | ✓ |
| 40. | A strong commitment to the Trust value of 'Ambition'. | E | ✓ | ✓ |
| 41. | A strong commitment to the Trust value of 'Respect'. | E | ✓ | ✓ |
| 42. | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | E | ✓ | ✓ |
| 43. | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'. | E | ✓ | ✓ |

ABOUT STAR ACADEMIES

Star Academies is a mixed Multi-Academy Trust that runs a diverse network of primary and secondary schools. We are a values-based organisation, committed to enhancing social mobility. All our efforts are geared towards raising the aspirations of children and young people in areas of social and economic deprivation to improve their life chances and help them succeed at the highest levels of education, employment and the professions.

Star Academies is one of the country's leading education providers, and our schools promote excellence in everything they do. In every school, the entire staff team – working in partnership with parents and the local community – is committed to nurturing today's young people and inspiring tomorrow's leaders.

Our schools work together as Star Partnerships in five cluster areas – Lancashire, Greater Manchester, West Yorkshire, the Midlands and London. Schools within the Partnerships collaborate to share expertise and maximise opportunities and experiences for our pupils.

Star Academies employs the very best staff and invests heavily in their continuing professional development. Staff benefit from an extensive range of nationally accredited training provided by Star Institute. Star also offers a range of rewards and benefits, including competitive salaries and pension schemes, generous holiday entitlements and healthcare cash plans.

WE ARE
INSPIRATIONAL

WE ARE
TRANSFORMATIONAL

WE ARE
ONE



WE
ARE
STAR



WE ARE INSPIRATIONAL

DRIVING SOCIAL MOBILITY

Our schools are situated in some of the country's most deprived areas. Whether they are in deprived parts of thriving cities, coastal towns and rural villages, we don't let the places our pupils live get in the way and stop them achieving stellar outcomes.

We want our pupils to reach for the stars and believe that anything is possible if they are willing to work hard. We're not in the business of giving them false hope though. Our outcomes speak for themselves. We have pupils who arrive at primary school, living in poverty and with no prior knowledge of English, who go on to achieve a full house of GCSE Grade 9s and then to study at world-class universities or take up top-flight apprenticeships.

If you are passionate about closing the gap and believe young people shouldn't be limited by their circumstances or starting points - if you share our vision of a country of opportunity and you believe in the power of a knowledge-based education to transform opportunities and elevate the social and economic profile of a whole community - there could be a place for you at Star.

BRINGING OUT THE STARS

All our schools have a leadership specialism. We bring out the leader in every pupil, from their first day at primary school to the day they leave sixth form. Our pupils are award-winning entrepreneurs, junior athletes competing for their country, prolific charity campaigners and some of the country's best scholars. They are innovative scientists, skilled technicians, thought-provoking poets, performers, artists and everything in between.

Joining Star means joining an organisation that makes young people believe not only in themselves, but in a better and brighter future for the world around them.

VALUING HARD WORK

We make no apologies for the fact that we expect our pupils and staff to work hard; we wouldn't be able to achieve such consistently high results if they didn't. However, we make sure that every individual's hard work is valued, that their efforts are appreciated, and that they can see how their personal contributions are helping change young people's lives.

ENGAGING IN SOCIAL GOOD

Our Star-wide commitment to service empowers everyone in our organisation to give something back and make a positive impact in the community. Our Shine Charity helps pupils, staff and their families get involved with civic and charitable projects that tackle issues ranging from poverty to loneliness.

Our staff and pupils work together to run food banks, help local conservation projects and participate in clean-up operations. We volunteer at local homeless shelters and soup kitchens. We visit care homes and hospitals to bring some cheer into the lives of elderly people and those who are unwell. Our Star Winter Gift Programme is a unique national programme that aims to bring joy to thousands of people over the festive season.

Collectively, our schools have raised over £1,000,000 for charity.

DEMONSTRATING SERVANT LEADERSHIP

Our leaders put their teams first. They take time to build trust and they keep the wellbeing of their staff in mind in everything they do. They clear the obstacles that get in the way and do everything they can to enable their staff to shine.

BEING STRONGER IN OUR DIVERSITY

Star is a global community and we pride ourselves on our diversity. Our pupils and staff come from all over the world, our schools are located in every corner of the country, and the people we employ come from every part of society. We have faith and non-faith schools across all phases and our staff and pupils benefit from partnerships that encourage them to befriend people from other backgrounds, beliefs and cultures. We are a community founded on the principle of meritocracy and the desire to bring together the very best people to transform our country's educational landscape.





WE ARE TRANSFORMATIONAL

BEING A LEARNING ORGANISATION

We are a high-performing organisation, but we never rest on our laurels or take our success for granted. We are restless, always learning from our experiences – good and bad – and always on the lookout for new ideas to try in our constant quest for improvement. We don't believe that any one individual – however senior in the organisation – has a monopoly of wisdom. Some of the best ideas come from the most junior staff.



GROWING OUR OWN

We are committed to developing the next generation of teachers, managers and leaders in our own schools and throughout the school system. We offer clearly-defined pathways to success for teaching and non-teaching staff alike. We aim to create an environment where all our staff can grow and succeed. Star Institute, our training and development arm, was set up specifically to champion the professional and personal development of our workforce. The Institute offers a range of accredited CPD opportunities, nationally-recognised qualifications and coaching programmes for staff at all levels and from all disciplines, ranging from apprenticeships to national leadership qualifications.

EMPLOYING INSTRUCTIONAL LEADERS

At Star, we lead by example. Our leaders position themselves on the front line. They are visible and accessible to their staff. They roll their sleeves up and get involved in the hard graft that's needed to deliver outstanding outcomes. They work hard to earn the respect of their staff and do all they can to make their jobs easier - not harder. They willingly share their skills and expertise with their staff. Every manager is a coach, dedicated to enabling others to thrive.

COLLABORATING, SHARING AND SUPPORTING

Collaboration is at the heart of the Star model. It is by people working together, with each individual bringing their unique skills and perspectives, that organisations thrive. Leadership is shared as we work for and with each other.

Star creates an environment where sharing and mutual support come naturally. Our staff are instrumental in the development of Star-wide policies and procedures. Trust-wide learning and management groups provide opportunities for schools to come together to discuss, develop and refine the approaches and delivery plans for every aspect of our provision. From subject strategies to safeguarding, finance to estate management, we tap into our staff's collective expertise to ensure our plans - and our solutions - are practical, logical and optimal.

BEING JUST THE RIGHT SIZE

When you work for a large national organisation with multiple campuses, it is easy to feel like you are just a cog in the machine and that your contributions are negligible in the big scheme of things. Star is big enough to give you room to grow and progress, but small enough to remember what makes you special.



ENCOURAGING FAST TRACK CAREER PROGRESSION

At Star, we create a climate where talented, high-potential individuals are able to scale great heights. Our high quality, bespoke learning and mentoring programme provides a ladder to success. Our most promising staff are fast-tracked into leadership and management positions as part of our Star Talent Initiative.



WE ARE ONE

UNITING BEHIND OUR STAR VALUES

In order to achieve the aspirational standards we set ourselves, we act as one organisation – an organisation where the whole is greater than the sum of its parts. Our STAR values of service, teamwork, ambition and respect underpin everything that we do. They are shared by everyone in our schools and our central team. We expect our staff to model our STAR values and our pupils to act as ambassadors for our Star behaviours by serving the local community, working well together, aspiring to excel in all that they do, and treating others as they wish to be treated.

SHARING A MORAL PURPOSE

Anyone with experience in the education sector knows that it isn't an easy profession, but we are bolstered by the knowledge that what we do is worthwhile. We aren't just finding our own purpose - we are helping young people to discover theirs too. There are times when it feels like an uphill struggle, but we don't give up, because every day - in some small way - we are changing lives for the better. We are working tirelessly to eradicate social inequalities and break down barriers to learning. By levelling the playing field and giving disadvantaged young people, their families and communities a fighting chance, we are playing our part in enhancing social mobility. This makes us proud.

FILLING OUR ORGANISATION WITH STAR TALENT

In order to achieve excellence in everything we do, we need people who are exceptional in their field and who are driven to go the extra mile. We have a rigorous recruitment process because we want to make sure that we find the right people - people who share our values and who want to be the very best they can, whatever their discipline or background. Our roles may be varied and wide-ranging, but everyone shares one common characteristic – they are talented at what they do.

BEING DRIVEN BY THE PURSUIT OF EXCELLENCE

Nobody achieves success overnight, and every experienced leader knows that while you can plan for every eventuality, plans alone are not enough. Every school has plans that cover every area of school life, but it's how we deliver those plans that sets Star apart. We are characterised by attention to detail, a constant quest to do things better and a belief that there's always more to learn. That's the only way we can ensure every pupil is achieving their potential. Success lies in the quality of the learning materials and the resources we produce, in our relentless drive to ensure that every lesson is good or outstanding and in our commitment to operational excellence. Our staff strive for excellence in everything they do and go above and beyond the call of duty to make our vision a reality.

CELEBRATING SUCCESS

At Star, we celebrate the marginal gains as much as the monumental ones. Every small breakthrough is a step on the path to success. As in so many areas of life, most of our major successes are built on a series of small achievements along the way. We never lose sight of this. Whatever their role, we praise our staff for a job well done. We take stock of our day-to-day accomplishments and celebrate them.

Our STARS scheme and the annual Star Awards are designed to recognise individuals who go the extra mile. They bring everyone together to celebrate the role we collectively play in transforming futures. We take genuine pleasure in our progress, as individuals and as an organisation.

TAKING PRIDE IN BEING ONE FAMILY

Star is a vibrant, dynamic family where life-long friendships are forged, professional relationships flourish, and people treat each other with respect, kindness and good humour. We wholeheartedly believe that success is the result of teamwork, and teamwork depends on us supporting each other – not just when it's convenient, but when it really counts. We want all our people to love their job, to love the people they work with and to love being a part of Star.



STAFF BENEFITS



COMPETITIVE SALARIES

We value our staff and place a supreme importance on their well-being. We aim to offer job satisfaction, work-life balance and a competitive reward package.



PENSION SCHEME

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



NATIONAL TERMS AND CONDITIONS

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD") and Burgundy Book for teachers or the NJC Green Book for support staff. This commitment is protected via a Recognition and Collective Agreement between Star and the national Trade Unions and Professional Associations. Star also subscribes to the Valued Workers Scheme.



SIMPLYHEALTH

Our Healthcare Cash Plan from Simplyhealth enables staff to claim money back on the cost of everyday healthcare, such as dental treatment, eye tests, physiotherapy, acupuncture, osteopathy, chiropractic treatment, homeopathy and chiropody/podiatry, all up to an agreed annual limit.



MYLIFESTYLE EMPLOYEE DISCOUNTS

mylifestyle is an exclusive portal that provides our employees with access to a wide range of employee perks, including shopping discounts at hundreds of online and high street retailers, and discounted gym membership.



CAR BENEFIT SCHEME

Our car benefit scheme allows Star employees to drive away a brand-new electric vehicle or plug-in hybrid car for a fixed monthly amount via salary sacrifice.



CYCLE TO WORK SCHEME

Our Cycle to Work scheme enables employees to purchase brand-new bicycles and equipment via salary sacrifice.



FLEXIBLE AND FAMILY FRIENDLY POLICIES

We offer flexible working opportunities; job share arrangements and part-time roles; generous family leave packages; and leave to support you with emergencies or for compassionate reasons.



RECOGNITION

We're proud to have a range of schemes, which recognise the achievements of our staff and show our appreciation of their contributions. Our Star Letters scheme and annual Star Awards provide a way for managers to reward and recognise colleagues who go that extra mile.



ADVICE AND COUNSELLING SERVICES

Our Employee Assistance Programme offers free and confidential advice 24 hours a day and 365 days a year. Colleagues also have access to structured counselling sessions.



GP SERVICES

Through our partnership with Simplyhealth, we offer 24/7 telephone access to GP services. Colleagues can speak to a GP at any time and, if appropriate treatment requires medication, the GP can offer private prescriptions.

HOW TO APPLY

Star Academies is committed to equality of opportunity and welcomes applications from all sections of the community. You can apply for this post by visiting our vacancies page: www.jobtrain.co.uk/starcareers/vacancies.aspx and filling in the associated application form. CVs will not be accepted for this post.

All potential applicants are welcome to contact Daniel Burgess, Resourcing Partner, on **0330 313 9150** if they would like an informal and confidential discussion regarding the role.

Star Academies is committed to safeguarding and promoting the welfare of children. This post is subject to satisfactory clearances, including references, DBS checks, health clearances and proof of legal working in accordance with the Asylum and Immigration Act 1996.



