



Job Application Pack

Assistant Principal – Behaviour & Attendance

Permanent, Full Time, All Year Round
Salary: Leadership Scale 12-16, £58,105 to £64,224 per annum

Required for September 2023

Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

S. Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and opened Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

Our Schools

Bluecoat Aspley Academy

Bluecoat Aspley Academy has approximately 1500 students, including 500 in the Sixth Form, based in the city centre. Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust).

The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds. Believe in yourself, in others, in God centres around everything we do by acting out the values of faith, family, hope and respect. Wellbeing for all is extremely important and the Academy strives to support all.



Bluecoat Aspley
believe in yourself, in others, in God



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



Bluecoat Beechdale Academy
Believe. Belong. Achieve



Bluecoat Primary
believe in yourself, in others, in God

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.





Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.

Bluecoat Trent Academy

The Bluecoat Trent Academy (BTA) opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. For the first year BTA accommodates six forms of entry, growing to eight forms in subsequent years.



The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.

Lees Brook Academy

Lees Brook Academy (LBA) based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Learn, Believe, Achieve' is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.



**Lees Brook
Academy**

Alvaston Moor Academy

Alvaston Moor Academy has 890 students on roll and places a strong emphasis on the importance of hard work and academic achievement. Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.

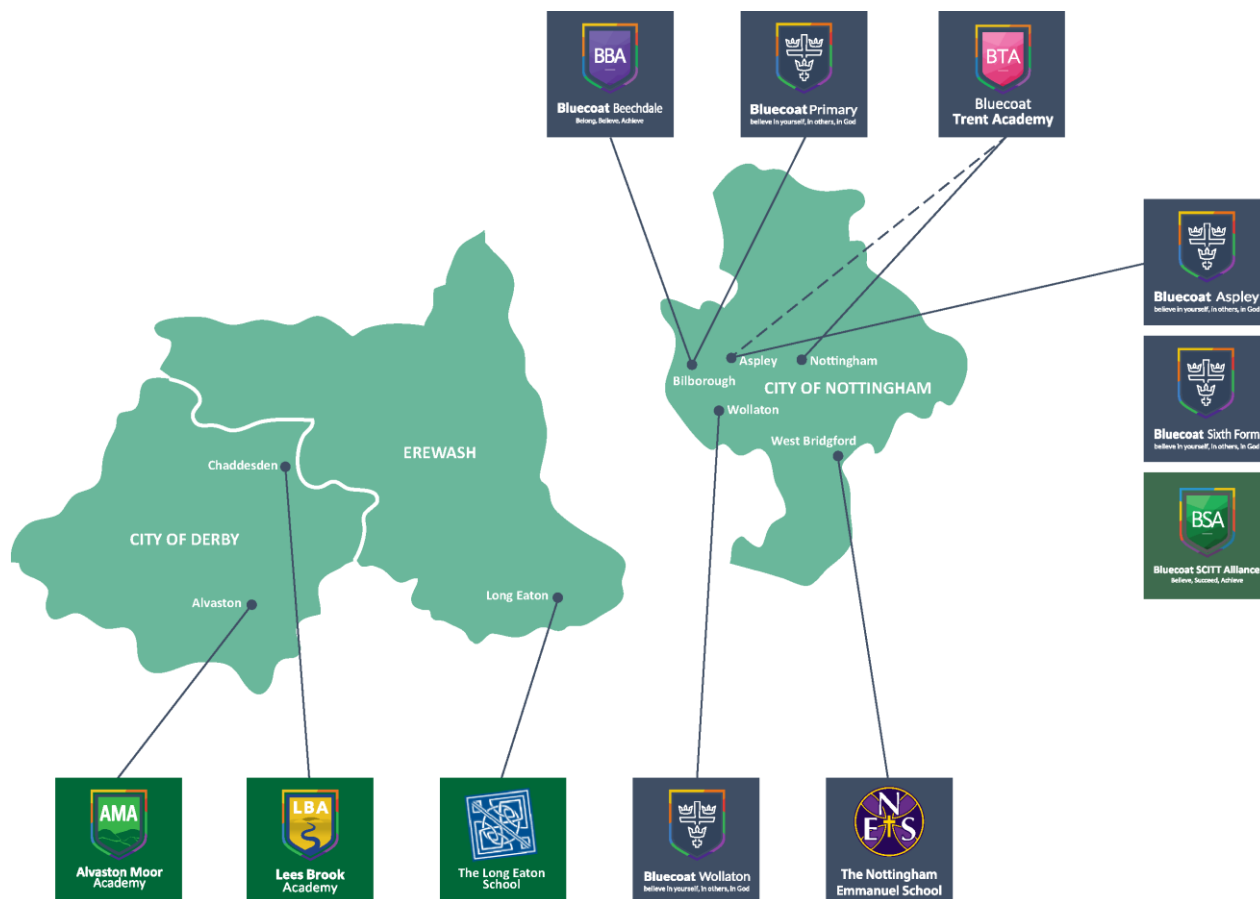


The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



School Locations



Welcome from the Principal

It is with great pride that I introduce you to Lees Brook Academy.

We believe that every young person should have the chance to be successful, regardless of their ability or background and have access to a high quality broad and balanced curriculum. Our aim is that all students should leave the school as highly qualified, confident and well-rounded young people who will go on to be successful in the world of work. We ensure we equip students with the skills, knowledge and confidence for the future, and our dedicated body of staff here work tirelessly to support this success for all.



We are passionate about our students and are deeply committed to ensuring that they have a rich and successful experience at Lees Brook Academy. We set high standards and have high expectations in every aspect of school life. We are so proud of the many opportunities we provide for our students. There are a wide range of extra-curricular activities that students are encouraged to take part in, including trips, visits and activities, all organised to develop the whole person.

We really hope you choose to come on this journey with us and look forward to welcoming you to Lees Brook Academy. Do not hesitate to contact us for further information if you would like to visit us and learn more.

A handwritten signature in grey ink that reads "Clare Watson".

Clare Watson
Principal

The Vacancy

Lees Brook Academy is seeking a self-motivated and passionate candidates who can fulfil the role of Assistant Principal - Behaviour and Attendance for September 2023.

The Assistant Principal will work with the Principal and other members of the Senior Leadership Team to provide strategic leadership and direction, with a focus on Behaviour and Attitudes.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

The role will be based at Lees Brook Academy but the post holder may at any time be required to support or work at any of the sites within Archway Learning Trust.

Applications

For more information about Lees Brook Academy and the vacancy, please visit <http://leesbrook.co.uk/index.php> To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.



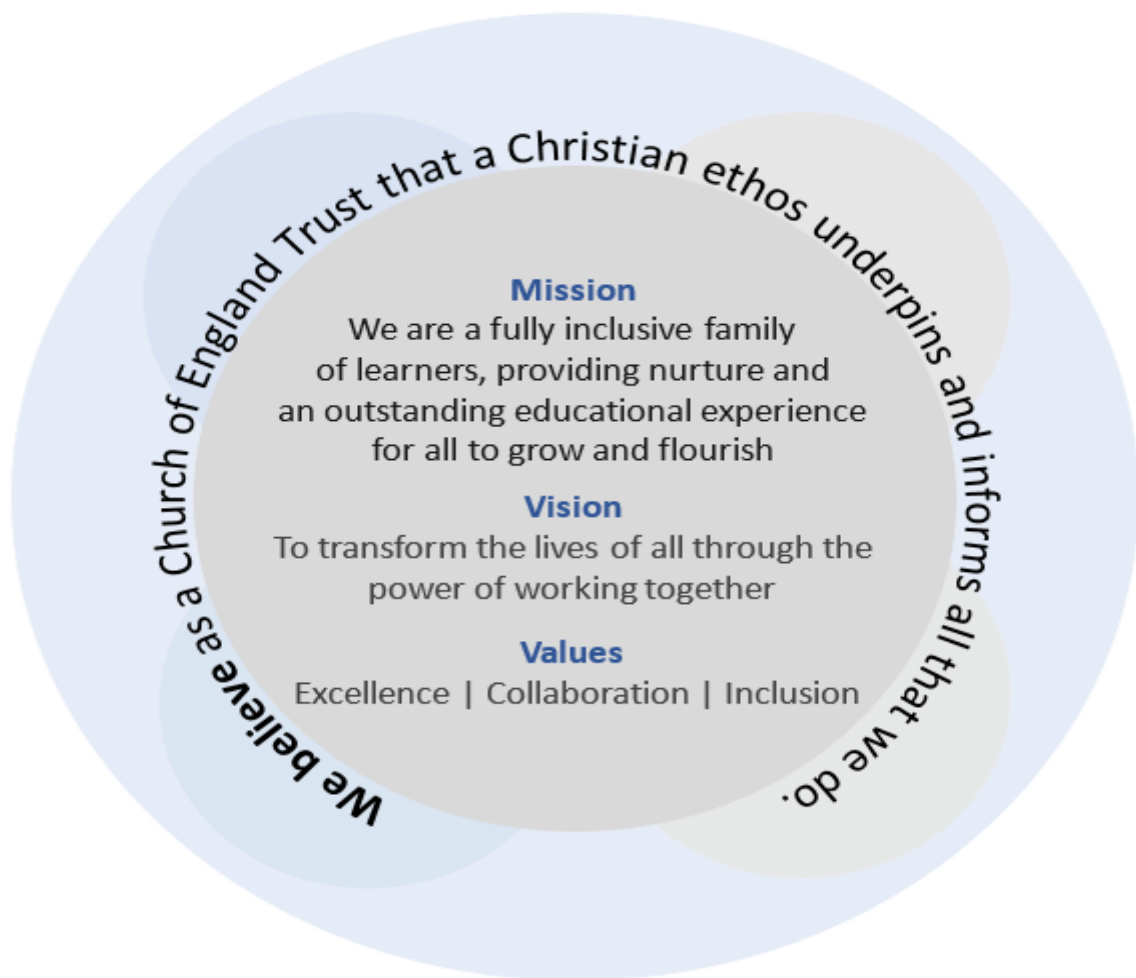
Closing Date: 9am, Monday 17th April 2023

Interview Date: From 24th April 2023

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working Together, Transforming Lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

POST TITLE: ASSISTANT PRINCIPAL – BEHAVIOUR AND ATTENDANCE

GRADE: LEADERSHIP RANGE L12 – L16

RESPONSIBLE TO: Principal

General Responsibilities

- Support the overall Christian ethos of the Trust.
- Be aware of and comply with Trust policies and procedures including but not exhaustive of: Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Trust and Academy Improvement Plans
- To develop and implement own professional development and skills
- To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
- To demonstrate an excellent record of attendance and punctuality.
- Work cooperatively as part of the Trust wide staff team

Introduction

The Assistant Principal will work with the Principal and other members of the Senior Leadership Team, potentially in a range of academies, to provide strategic direction for the academies and overall Trust. The post holder will have responsibility for Behaviour and Standards in one or more academies. The role will support the development of expertise and potential in all staff as well as students.

The Assistant Principal has a duty to promote high quality in all aspects of the work of their team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

At the Academy we expect the Senior Leadership Team to be fully committed to:

- Comprehensive, community education within an urban, multi-cultural environment;
- The inclusive values and framework of the Academy
- Working as a mutually supportive team, sharing responsibility, successes and challenges;
- Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our ethos and aims;
- Maintaining high personal and professional standards in all aspects of Academy life;
- A consultative and participative approach to leadership and management;
- Being forward looking and anticipating change;
- Their own professional and leadership development.

Main Responsibilities

The Assistant Principal has a duty to promote high quality in all aspects of the work of their team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

Behaviour and Attitudes Responsibilities

As Assistant Principal you are responsible to the Principal for:

1. Lead, manage and have strategic oversight of the implementation of the school's pastoral systems, ensuring continuous development and improvement in practices and outcomes.
2. Ensure that the vision, ethos and values relating to the expectations around student behaviour, attitudes and attendance is clearly communicated to all staff, students and parents, and reinforced regularly.
3. To develop a pastoral strategy and vision that engages all pupils and stakeholders (in relation to Behaviour and Attitudes).
4. To be the strategic lead for Behaviour and Attitudes and effectively line manage other pastoral staff on all elements of pastoral care and safety in relation to behaviour and attitudes.
5. Lead on strategic plans to improve attendance with measurable outcomes.
6. Set the strategic direction and formulate the ethos, policies and practices that establish effective provision in internal exclusion that significantly reduce the numbers of fixed term suspensions, repeat fixed term suspensions of all students, and contribute to a restorative and engaging culture.
7. Maintain strategic oversight of student disciplinary processes and ensure thorough and accurate reporting.
8. Monitor the standard of pastoral care, behaviour for learning, practices of staff and students and discuss progress and areas for improvement.
9. Ensuring performance management is rigorously applied and used to maintain high standards of professionalism and developing this appraisal process with others in the Trust.
10. Ensuring that all data is relevant, useful and being used by all teaching staff to raise standards.
11. Ensuring that spending for disadvantaged students is supporting their progress and closing gaps so that they are not left behind.
12. To be highly visible around the school during both learning and social time.
13. To coordinate and lead on duty and detention rotas.
14. To lead on the managed move process and take the lead on decision making
15. To work collaboratively with leaders responsible for Inclusion, Pastoral care, Safeguarding and attendance to establish a seamless approach to pastoral care so that all students have the opportunities to thrive.
16. To ensure all students with challenging behaviour receive support and are successfully engaged in learning through robust behaviour support plans.
17. Ensure school policies/practices are clear, relevant and up to date regarding pupil behaviour, attitudes and attendance. Ensure that these are regularly reviewed and implemented consistently across the school.
18. Maintain strategic oversight of the link between the school and parents through various mechanisms including student and parent voice.
19. To promote strong standards of behaviour in the school and secure consistency in expected routines.
20. Promote a culture and practices that enables all pupils to access the curriculum
21. To ensure there is a system for tracking, monitoring and evaluating the impact of interventions and to ensure that this data informs both strategy and intervention (as appropriate).
22. To be the strategic lead in ensuring the Academy maintains strong working relationships and practices in line with Inclusion support, Exclusions Team, Behaviour Panels, Fair Access and other agencies.
23. To be the strategic lead in developing processes and protocols which further reduce the need for FTS and permanent exclusions.
24. To ensure that policies, protocols and systems for recording searches, confiscations and physical interventions are in place and remain up to date.

25. Have up to date knowledge of legislation and initiatives relating to behaviour, attitudes, attendance and alternative provision.
26. Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
27. The implementation of whole Academy policy and practice.
28. Undertaking professional duties and administrative tasks as reasonably delegated by the Principal.
29. Leading significant monitoring, review and evaluation roles.
30. Leading significant Academy development and improvement projects.
31. Attending and contributing to Governors' meetings (Academy Advisory Boards), for example through the preparation of papers and presentation of issues for consideration.
32. To take an active part in our instructional coaching programme as a coach as well as receiving coaching.
33. To lead on the use of Alternative Provision, taking the lead in decision making and the safeguarding of students who attend to ensure good outcomes
34. To be a DDSL

The Assistant Principal will also have a shared responsibility as defined within the Senior Leadership Team for:

35. Staff support in matters of student behaviour and discipline.
36. Participating in and supporting staff duty rotas.
37. Taking assemblies.

The Assistant Principal will work with the Principal in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.

38. To be the strategic lead in ensuring the Academy maintains strong working relationships and practices in line with Inclusion support, Exclusions Team, Behaviour Panels, Fair Access and other agencies.
39. Develop and maintain contact with all specialist support services as appropriate.
40. Promote the positive involvement of parents/carers in school life.
41. Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
42. Strengthen partnership and community working.
43. Forge constructive relationships and strengthen partnerships, both in school and beyond, working with colleagues in other schools, parents, carers, the community and external agencies.
44. To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Principal.

General Notes

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 3) These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Staff Conduct

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

Personal Specification		
	<u>Essential</u>	<u>Desirable</u>
Experience	<p>Relevant academic and teaching qualifications</p> <p>An experienced teacher with prior successful educational leadership at senior leadership level</p> <p>Demonstrable outstanding teaching and outcomes over a sustained period.</p>	<p>Be working towards or have achieved the NPQH or other relevant educational management qualification</p> <p>Led measurable improvement projects within or outside their school or academy</p> <p>Acting as an SLE or equivalent</p>
Knowledge and understanding	<p>Have experience of leading a pastoral team and delivering positive change in behaviour and routines.</p> <p>Leadership and management of collaborative activities between academies/school and other organisations</p>	
Skills and Abilities (Interpersonal)	<p>An ability to work in collaborative partnership with the full range of people, other school/academies and organisations associated with the Academy - staff, parents, governors, community, business, Diocese and LA;</p> <p>An ability to lead, manage and support teams</p> <p>Well developed social and communication skills</p> <p>Tact, sensitivity, integrity, good judgement, and a sense of humour</p> <p>The ability to use ICT in educational leadership and management</p>	
Skills, Abilities and Interests – Other	<p>Confidence, independence and flexibility</p> <p>A commitment to and ability to lead Academy improvement and manage change</p> <p>An ability to lead and manage the curriculum and teaching and learning</p>	

Values	<p>A commitment to inclusive comprehensive education;</p> <p>An empathy for children from a wide variety of social and cultural backgrounds</p> <p>Be committed to and in strong support of the important Christian values of the Trust's religious foundation</p> <p>Be committed to federated approaches to Academy organisation and collaborative work with other educational, business and community organisations</p> <p>A commitment to and ability to lead Academy improvement and manage change</p> <p>A willingness to work hard, with enthusiasm and vision</p>	
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