



The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE



Post of

Assistant Principal/Designated Safeguarding Lead
September 2023 or sooner
Information for Candidates



Welcome to the Aylesbury Vale Academy

Thank you for expressing your interest in the post of Assistant Principal/Designated Safeguarding Lead. This is a school where we aim to go beyond the expected to ensure that students' life chances are enhanced.

We are proud of our non-selective, fully inclusive status and believe that children and young people, regardless of their background, ability or circumstances can thrive and succeed here. That is why we place **respect**, **aspiration** and **resilience** at the heart of everything we do.

As a large all-through school, we can offer learners an ambitious range of opportunities in and beyond the classroom. We place significant importance on academic excellence through high expectations but value, just as highly, the wide range of experiences learners can access. It is this balance which helps to ensure that learners are fully rounded individuals who can make a positive contribution to society.

To improve the life chances of all the learners we serve at AVA we:

- Ensure our **teaching** and **all our work** with young people is grounded in **high expectations** so that learners achieve exceptionally well.
- Deliver a **broad, ambitious and rich curriculum**, going beyond the expected.
- **Close all gaps** between the performance of different groups of learners.
- Empower learners by developing their **character** so that they are **resilient, aspirational, respectful** and have excellent attitudes to their learning.
- Inspire **attendance** to be consistently above the national average.

We look forward to welcoming you for an informal visit prior to your application. Please do contact us if you would like to arrange one or if you have any questions about the post.

Mr Gavin Gibson
Academy Principal



Our Staff Community

The Aylesbury Vale Academy is a large, vibrant and warm community of over 200 staff. Staff wellbeing, happiness and job satisfaction is essential to ensuring the school achieves its goals.

We look for staff who want to share in our vision for children and young people but who also want to work as part of a close-knit caring and supportive staff team.

How to Apply

All applicants are asked to complete the Buckinghamshire Council Teaching Application Form as fully as possible. Applications should be returned, by the closing date to:

Mr Gavin Gibson
The Aylesbury Vale Academy
Paradise Orchard
Aylesbury
Buckinghamshire
HP18 0WS

Or by email to vacancies@theacademy.me

For further information contact Mrs E Perrin, HR Manager at vacancies@theacademy.me.

Closing date: **Noon, 29 March 2023**

Invitations to interview will be sent out within a week of the closing date along with an outline of the interview programme.

Safeguarding Statement

Our commitment to safeguarding and promoting the welfare of our children will be reflected throughout the recruitment process and the successful applicant will be subject to an enhanced DBS check and an online screening check. We also carry out Enhanced DBS checks every five years.

Assistant Principal/Designated Safeguarding Lead

We are a highly supportive school with hardworking and highly collaborative senior leadership team. Whether you are new to senior leadership or an existing senior leader, we are looking for a highly ambitious, committed and dynamic professional to lead our safeguarding provision across primary and secondary; someone who is passionate about the welfare of children, communicates well with young people and makes a positive impact on their learning and lives. The safeguarding team comprises of five primary staff and eight secondary staff, many of who are highly experienced. We work collaboratively to support each other both with the demands of our work and our wellbeing.

Reporting directly to the Principal, you will be a key member of our senior leadership team, working closely with and be supported by our Assistant Principal, SEND, our Vice Principal, Behaviour and Attitudes and our Primary Headteacher to ensure the safety and welfare of all children is at the forefront of all that we do.

The successful candidate will have significant safeguarding experience in a school and be ready to lead with confidence.

We will offer you:-

- Half termly one-to-one supervision for each member of the safeguarding team with an external counsellor
- Large free car park
- Five minutes' walk to the train station (direct train to London Marylebone in 40 minutes)
- Priority admission for school staff
- 10% discount on pre-school places
- 10% discount on Primary wraparound care
- 25% discount on the use of the Lettings facilities (sport pitches, sports hall, drama studios, Community suite, party rooms)
- State of the art gym for staff use
- Access to local Government Pension Scheme
- Long Service Awards
- Free employee assistance programme – 24/7 phone line for free emotional, bereavement and financial concerns
- Discount at local coffee shop
- Free hot drinks in the staff room. We love our Wellbeing Wednesdays where we offer free pastries/cookies to all staff!
- Financial support with any self-directed CPD such as Masters
- 30 minutes to Bicester shopping village

Quotations from the recent Ofsted visit January 2019:-

- "Outcomes have improved because of strong subject leadership."
- "The behaviour of pupils is good. There is an atmosphere of mutual trust and respect across the school. Pupils' conduct is calm and orderly."

- “Staff morale is high. They believe that leaders and governors take staff members’ wellbeing and workload into account and they feel well supported by the school.”
- “Staff new to the school feel very well supported by their more experienced colleagues and the packages of training and support on offer.”
- “Comprehensive induction and training programmes offered by senior leaders and the link advisor ensure that they very quickly establish themselves in their posts.”
- “Pupils show a well-developed understanding and tolerance of others who are different from them. Tolerance and diversity are promoted well at Aylesbury Vale Academy.”

Prospective candidates are encouraged to submit their application as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate.

Visits to the Academy to meet the Principal are strongly encouraged.

ASSISTANT PRINCIPAL/DESIGNATED SAFEGUARDING LEAD

JOB PURPOSE

- The Assistant Principal, DSL, will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- Act as the senior mental health lead and, where available, the mental health first aiders, where safeguarding concerns are linked to mental health.
- Act as the school's anti-bullying lead and co-ordinate anti-bullying initiatives across the Academy by working with the Vice Principal, Behaviour and Attitudes and the primary Behaviour Lead.
- Some safeguarding activities may be delegated to deputies and members of the wider safeguarding team, but the Assistant Principal, DSL will retain ultimate lead responsibility for safeguarding and child protection across the Academy.
- To undertake any task as directed by the Academy Principal.

LEADERSHIP AND MANAGEMENT

- The Assistant Principal, Designated Safeguarding Lead will have line management responsibility for all members of the Academy safeguarding team (primary and secondary) and report directly to the Academy Principal.

MAIN DUTIES AND RESPONSIBILITIES

Managing Referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Refer cases to the police where a crime may have been committed.

Working with Staff and Other Agencies

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the Academy Principal and Primary Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for students to have an appropriate adult.

- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a member of staff.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Academy Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding, behaviour and child protection issues that children in need are experiencing, or have experienced.
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- The above includes:
 - Ensuring relevant staff know which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for students.
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential.

Managing the Child Protection Files (CPOMS and Individual Student Files)

- Ensure child protection files are kept up-to-date.
- Keep information confidential and store it securely.
- Make sure records include:
 - A clear and comprehensive summary of the concern.
 - Details of how the concern was followed up and resolved.
 - A note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Where children leave the school (including in year transfers).
- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main student file, with a receipt of confirmation, and within the specified time set out in KCSIE.
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.
 - Leading on the analysis of safeguarding records and acting on findings.
 - Providing a comprehensive half termly report to the Academy Principal and governors.
 - Meet with the primary and secondary safeguarding governors at least half termly to ensure they are up-to-date of safeguarding developments at the Academy.

Raising Awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information with teachers, school leadership, staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.
- Support the Senior Leadership Team and Curriculum Leader for PSHE by raising awareness of local and national issues and where relevant, lead on communicating this to stakeholders.

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of Annex C.
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals and at least annually.
- Ensure all staff receive statutory and advisory training in order to fulfil their role and maintain up-to-date training records.

Providing Support to Staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the Views of Children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

Other Areas of Responsibility

- The Assistant Principal, DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- During term time, the Assistant Principal, DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally, this will be in person, but can also be via phone or video call in exceptional circumstances.
- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

Qualifications and Training	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and maths • Degree
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school or other relevant organisation, ideally some secondary experience • Experience of managing safeguarding in a school or other relevant organisation, including:- <ul style="list-style-type: none"> ○ Building relationships with children and their parents, particularly the most vulnerable. ○ Working and communicating effectively with relevant agencies. ○ Implementing and encouraging good safeguarding practice throughout a large team of people. • Demonstrable evidence of developing and implementing strategies to help children and their families. • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies. • Ability to work with a range of people with the aim of ensuring the safety and welfare of children. • Awareness of local and national agencies that provide support for children and their families. • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns. • Good IT skills, including previous use of Word, Excel and SIMs. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build effective working relationships with staff and other stakeholders.
Personal qualities	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children. • Commitment to upholding and promoting the ethos and values of the school. • Integrity, honesty and fairness. • Ability to work under pressure and prioritise effectively.

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| | <ul style="list-style-type: none">• Commitment to maintaining confidentiality at all times.• Commitment to equality. |
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Assistant Principal/Designated Safeguarding Lead

How We Look After Staff Well-Being

At Aylesbury Vale Academy we see the importance in Wellbeing. To us Wellbeing means having a sense of community, being listened to and heard, and having a sense of purpose. When we prioritise wellbeing we feel positive, respected, happy and appreciated. This allows us to achieve our tasks and work together to achieve a common goal. (Wellbeing Ambassadors and Wellbeing Working Party, February 2022).

We have a Staff Wellbeing Party that meets regularly to discuss staff wellbeing as well as a regular staff voice throughout the year. Staff also have access to a 24/7 helpline if required – Employee Assistance Programme.

What Staff Benefits Are Available?

There are a wide range of staff benefits that are available to all members of staff employed directly by The Aylesbury Vale Academy. Some of the benefits include:

- Priority admissions for children of staff in our Primary and Secondary phases.
- Staff receive 10% off all wrap around care in the Primary phase.
- Access to high quality professional development.
- Disaggregated INSET days.
- Access to the Employee Assistance Programme, a support service for all staff, as well as partners and dependent children. Experienced, professional advisors are available to speak to you confidentially 24 hours a day, 365 days a year.
- Access to a well-equipped Academy Gym.
- All teaching staff have access to the Teachers' Pension Scheme, whilst other staff have access to the Local Government Pension Scheme.
- Wellbeing Wednesdays where all staff receive free pastries and fruit
- Gift vouchers given to celebrate life events such as on the birth/adoption of a child, or a wedding.
- Contribution to eye tests and glasses
- Discount at Esquires coffee shop across the road by Sainsbury's

Quotations from the last Ofsted visit January 2019:

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Testimonials

“The school has been very helpful and supportive in helping us to catch up with work whenever we are training or competing during term time. I would highly recommend the school as it has great facilities and members of staff, making it a wonderful place to learn.” Jessica and Jennifer Gadirova, Olympic and European gymnastics medallists and Year 13 AVA students.



“There is an atmosphere of mutual trust and respect across the school. Pupils’ conduct is calm and orderly.” (Ofsted 2019)

“Primary and secondary teachers know their classes very well.” (Ofsted 2019)

“We believe that the Aylesbury Vale Academy will create an achievement climate where our daughter can be an active participant in their learning and have opportunities to flourish.” (Year 7 Parent)

“I made this choice because my daughter is very good at performing arts and this school has an exceptional drama, dance and music department. The teachers are lovely and friendly and the atmosphere is very positive. My daughter felt really happy when we went to visit it.”

"I like the way the lessons are planned; it helps me to learn and progress in the subject we are studying. The teachers are understanding and obviously care for our education and that is something I am truly grateful for."
(Current student)



"My favourite thing about the lessons is that they are fun and interesting and a good learning environment for me to develop my skills." (Current student)

"The things I like about AVA is that there is always a teacher you can go to."

Tutor Groups

In order to provide a clear focus on the highest levels of achievement for your child, the Academy has a horizontal tutoring system. This enables experienced tutors to help students develop the skills relevant to their age group, allowing them to become confident and knowledgeable learners.

Our tutor programme ensures that students have the best possible start to the day. Students are involved in activities such as reflection, year group assemblies, literacy and numeracy activities, debating and discussion. We also use this time in the day to answer any questions students have resolve any issues and to check uniform and equipment.



Behaviour for Learning

We have very high expectations of behaviour based on our values of Respect, Aspiration and Resilience. We believe that good behaviour leads to good academic achievement, welfare, wellbeing and all aspects of learning

The AVA Curriculum

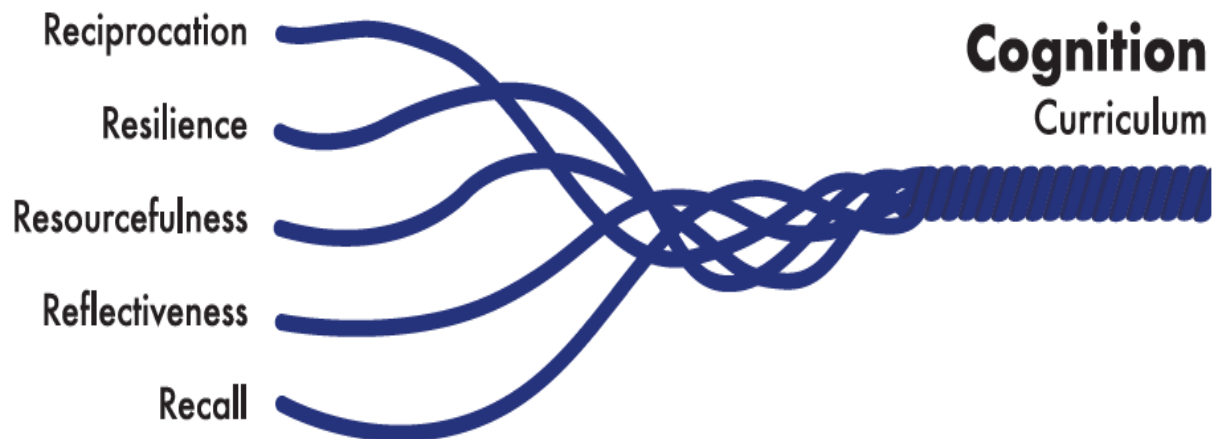
The Aylesbury Vale Academy (AVA) is an all-through academy and the curriculum we follow develops and grows with our students as they move from primary school into secondary school. The aim of this curriculum is to provide a broad, balanced and ambitious education which prepares our students by giving the best possible chances for their future life choices and helping them to discover their role in society, where they will make valued contributions. In order to meet these aims the AVA curriculum has been designed to have three threads running through it which we refer to as the 3 Cs: **Cognition**, **Culture** and **Core**.



We believe that the 3 Cs are integral to meeting the needs of our students. AVA is a large community and our students benefit from being taught how to become effective independent learners. The AVA Curriculum aims to teach students how to learn effectively and with an ever-increasing degree of independence.

The Cognition Curriculum

The Cognition Curriculum teaches students how to become effective learners by developing the key skills of **Reciprocation**, **Resilience**, **Resourcefulness**, **Reflectiveness** and **Recall**. We teach these skills explicitly because they help our students become faster, better and more confident learners.



The Culture Curriculum

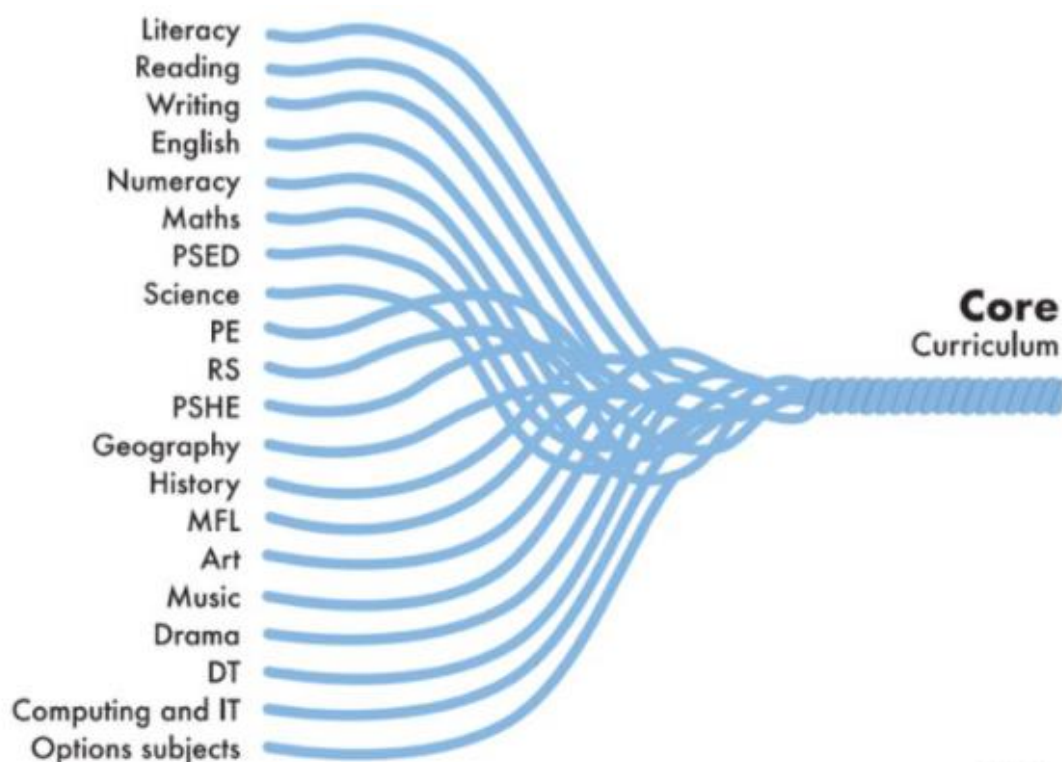
The Culture Curriculum is what we add to the National Curriculum to develop AVA students into well-balanced citizens and it is underpinned by our drive to ensure our students read widely and regularly, both for enjoyment and to learn. Students take part in local and international visits, can access a wide range of clubs, and meet regular visitors and speakers to stretch their learning.



Core Curriculum for Key Stage 3

The Aylesbury Vale Academy offers its students a broad, balanced and ambitious curriculum.

During Key Stage 3, all students access courses in English, Mathematics, Science, Art, Design Technology, Drama, Information and Communication Technology, Computer Science, Geography, History, Modern Foreign Languages (Spanish *and* French), Personal Health and Social Education, Religious Studies, Music, and Physical Education.



Core Curriculum for Key Stage 4

At Key Stage 4 students have an element of choice which allows them to personalise their Key Stage 4 curriculum.

English, Maths and Science along with core Physical Education are compulsory subjects for all students. The remainder of each timetable is composed of a variety of option subjects including Art, Information and Communication Technology, Music, Media, Business Studies, Health and Fitness, History, Geography, Modern Foreign Languages, Religious Studies, Physical Education Health and Social Care, Engineering, Design Technology, Spanish, French and Hospitality and Catering.

Core Curriculum Post 16

Our courses in Years 12 and 13 currently offer a vocational route for further study. Students follow 'pathways' leading to further education, university or a specific career path. Within these 'pathways' students choose from a range of BTEC Level 3 courses such as Business Studies, Media Studies, Information Technology, Sport, Applied Science, Psychology, Mathematics, English Literature, and Health and Social Care. Alongside this they have the opportunity to take part in the national Young Enterprise scheme, Sports Leaders and to complete an Extended Project Qualification. Year 12 and 13 also take part in Physical Education.

100% of all our Post 16 students who applied to university in 2022 received an offer from their first choice university and had the grades to take up that place.



Enrichment Programme

We have a strong enrichment programme available to all students aimed to broaden student experiences outside of their timetabled subjects, develop life skills, build their cultural capital and embed a love of lifelong learning. The range of activities on offer runs not only through the different core curriculum subjects but also as after school clubs in Years 7-8 as well as our Extended Schools programme for Years 9-11.

The Extended Schools programme complements our enrichment opportunities and involves Years 9 and 10 having an extended school day that runs until 4pm two days per week.

Year 9 and 10 students will use this extended day to take part in enrichment activities that they have chosen alongside study sessions where they are encouraged to develop their independent study skills by completing homework, revision or additional work for their Key Stage 4 courses.

