



WE ARE ASTREA

ASSISTANT PRINCIPAL (ENGLISH LEAD)
APPLICANT BRIEF

THE HILL PRIMARY ACADEMY
Part of
ASTREA ACADEMY TRUST





Open Letter from Principal

The Hill Primary Academy is a primary school in the heart of its community. As Principal, I am immensely proud to lead such a welcoming, hardworking and caring team. Also, to be able to work with kind, respectful children who want to learn and develop their understanding of the world is a privilege!

We are a vibrant, friendly two form entry primary school. We are proud to be a part of the Astrea Academy Trust, a family of 27 schools across South Yorkshire and Cambridgeshire with a proven track record of school improvement. 'Inspiring Beyond Measure' embodies The Trusts passion by stating our commitment to 'educate, not just school'.

The Astrea dispositions of Resilience, Empathy, Aspiration, Contribution and Happiness are encouraged and nurtured in all of our students in our academy and also in our staff – at both the academy and Trust level.

With over 370 pupils aged between 3-11 at The Hill Primary Academy, we have a strong ethos of inclusion. We encourage all children to be confident, independent learners, caring for themselves as well as others around them. We set ourselves high standards of respect, resilience and achievement. As a team we are constantly striving to provide our children with the best possible education and a range of opportunities.

At The Hill Primary Academy, our aim is to empower children in a life full of choices. We hope to provide experiences and the knowledge so that children can make informed decisions, encouraging children to take risks and to learn from their previous choices to help them to make better, informed choices as they move through life. We aim to foster a love of learning and develop enquiring minds through a curriculum especially tailored to our school and the needs of the children. Our curriculum drivers; heritage, knowledge of the world, cultural diversity, aspiration and healthy minds and bodies help our curriculum take shape. These drivers are our passions. We also place a high emphasis on the development of basic skills to support our children. We ensure that our children value themselves as unique individuals, respecting the differences and working together as a community to enable our children to develop as responsible citizens.

Last year the school opened a successful community hub that supports adult learning, mental health and wellbeing and a number of opportunities for members of the community to come together for a collective cause. We hope to continue our work on this over the coming years to strengthen our community links. Parent partnerships are regarded with upmost importance at The Hill. Only when working with parents and carers and sharing a common goal, do we achieve the very best for our children.

Mrs Emma Cadman
Principal at The Hill Primary Academy



JOB DESCRIPTION

SALARY	L5– L8
CONTRACT TYPE	Permanent
WORKING PATTERN	Monday to Friday
HOURS PER WEEK	32.5 hours

Purpose

- Take strategic responsibility and provide a clear rationale for the academy’s behaviour-for-learning ethos, working alongside the senior leadership team;
- Draw on experience and up-to-date knowledge of current debates and discourse in education to strengthen further the academy’s pastoral and behaviour systems;
- Encourage, maintain and ensure high standards of pupil behaviour;
- Draw upon a variety of data to make informed decisions that best supports pupils’ progress;

Key Accountabilities

- Play an active contribution to the development of the educational vision for the academy on the senior leadership team;
- Support all staff to ensure that the pastoral and behaviour policies are realised in practice;
- Lead on the monitoring and quality assurance of how our pastoral and behaviour policies and systems works in practice;
- Ensure useful data on pupils’ attitude to learning and conduct is collected, analysed and reported to the relevant stakeholders so that it is acted upon and supports improvement;
- Support all staff in the intelligent use of a variety of data in helping track pupils’ progress, supporting purposeful intervention and in promoting a behaviour for learning ethos;
- Lead on and organise parental liaison with the pastoral and academic teams, including through parents’ evenings & reporting systems;
- Working alongside the Quality of Education team to develop and organise the pastoral curriculum including the use of tutor time, assembly programmes and the wider curriculum;
- Coordinate the provision of the wider curriculum’s enrichment programmes, such as extra-curricular activities
- Attend and represent the academy at relevant meetings regarding pupil welfare and behaviour, such as liaising with external agencies and other local schools;
- Report data to Astrea Academy Trust as requested, such as on behaviour incidents, exclusions, attendance.

Key Responsibilities

- To support and assist the Principal in providing a dynamic and professional leadership for the school, ensuring high quality education for all students.
- In consultation with the staff and LECC to create and maintain the ethos, vision and aims of the school.
- To ensure that the college benefits from a rigorous self-evaluation framework which substantially



contributes to raising standards.

- To have high expectations and lead by example.
- To ensure guidance and support is offered to all students and staff, where appropriate.
- To ensure that the current educational initiatives are incorporated effectively within the whole-school drive for improvement.
- To ensure attendance at and participation in meetings relative to the curricular, administrative, organisation, pastoral and managerial arrangements for the school.
- To work with the Principal, Senior and Middle Leaders to support staff in the development of their professional practice based on areas for development.
- To engage actively in Appraisal and Continuing Professional Development to ensure professional skills are kept up-to-date and developed.
- Support Senior and Middle Leaders in robust self-evaluation of curriculum, teaching and learning and make a significant contribution to improving the quality of teaching and learning across the college.
- To be responsible for the line management of key working areas, as directed by the Principal.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To provide professional advice and support and identify training needs as appropriate.
- To hold staff to account in maintaining high standards and expectations in line with college policies.
- To report to LECC and trust on student achievement, outcomes, transition and CIAG and keep them updated on progress made.
- To meet regularly with link LECC member to inform them of relevant progress being made in the College in relation to key areas of responsibilities
- To have a high presence at lesson changeover, break, and lunch and after school and role model expected behaviour to staff and students.
- Line manage curriculum and pastoral areas, as directed by the Principal.



PERSONAL SPECIFICATION

Experience

- Evidence of professional development relevant to the role and linked to national teaching standards
- Held a middle leadership position and have demonstrable impact in that role
- Significant experience of Child Protection and Safeguarding in Schools
- Experience of working with relevant outside agencies
- Experience of using data to monitor and encourage positive behaviors
- Significant experience of staff development, coaching, mentoring and delivering CPD relevant to area of specialism
- To have used a variety of evidence-informed methods of capturing pupil voice to inform school policy and practice
- To have had experience of senior leadership

Qualifications

- Ability to work strategically, shaping the future and securing the learning outcomes of the vision
- Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines
- Desire and capacity to develop others including to support and challenge underperformance
- Evidence of on-going professional development in relation to leadership
- Ability to evaluate and moderate the quality of learning and teaching within and across Faculties
- Ability to produce reports and present information accurately, clearly and concisely to all stakeholders
- Ability to work strategically securing positive outcomes for our students
- Ability to hold staff to account
- Ambition to develop skills, understanding and attributes required for Deputy headship / headship
- Experience of leading a team, performance management/appraisal, mentoring and developing others

Behaviours

- Good Honours Graduate with Qualified Teacher Status
- Track record of teaching across Key Stage 1 and 2 with evidence of consistently Good/Outstanding practice
- Excellent knowledge of up-to-date scholarship and debate regarding the area of specific responsibility
- High quality data analysis skills, and use of student profile data to inform the planning and delivery of lessons
- Excellent interpersonal and communication skills including the ability to relate well to all with emotional intelligence, tact and diplomacy
- Good literacy, communication, IT, administrative and organisational skills
- Postgraduate training and/or qualifications

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org