



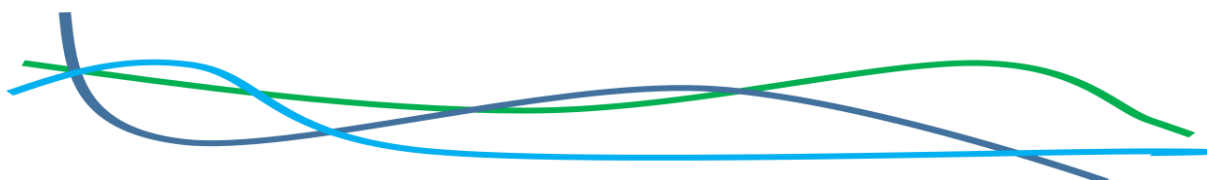
Secondary Partner

Trust Assistant Principal for Inclusion

L10-14

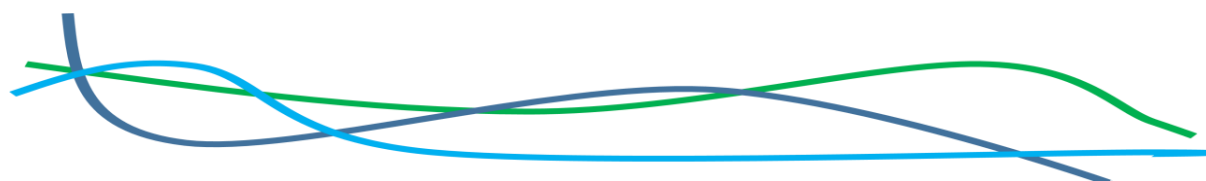
Required for September 2022

Closing date:	9am on Friday 20th May 2022
Interview date:	Thursday 26 th May 2022



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Strong and effective leaders::High performing staff::Successful students::Engaged community

Important Safeguarding notice / Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The following statement is an extract from our Safer Recruitment Policy and is line with the Government's Department for Education document: 'Keeping Children Safe in Education 2021'

2. Statement of Intent

2.1 South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers.

2.2 The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.



Dear Colleague,

Thank you for expressing an interest in this post.

We are seeking to appoint a dedicated, innovative and highly motivated individual to lead and support inclusion across the trust.

You will work as part of the Academy Effectiveness Team, initially being based at Park Lane Academy, working alongside and supporting teachers and leaders in ensuring all our students benefit from an exceptional learning experience that fully meets their needs. Effective leadership and implementation of strategies designed to promote positive behaviour, good attendance and strong engagement from students and families is key to this role. Wider trust work will involve working with Moor End Academy (a designated DFE lead behaviour school) and across the trust and beyond to provide training, co-ordination and support to colleagues in ensuring all are fully committed to delivering the same high-quality education to all children.

If you are the person we seek, you will be able to demonstrate the following skills and abilities:

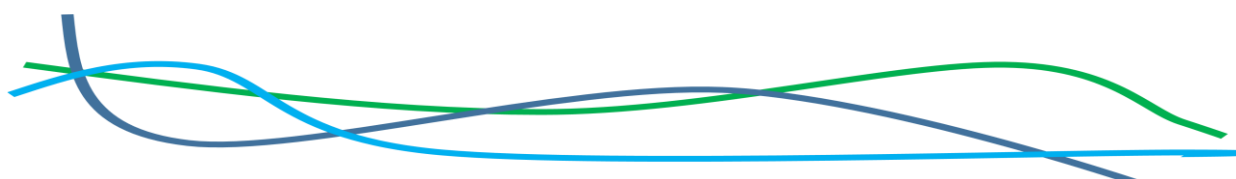
- The highest expectations of children's learning and behaviour.
- Exemplary pastoral practice.
- Excellent interpersonal and communication skills.
- A commitment to team work and strong leadership skills.
- Enthusiasm, energy and flexibility.
- Commitment to raising standards by being passionate about enabling every child to fulfil their potential.
- Excellent at building good working relationships with all stakeholders.
- High levels of personal confidence.

If you think that you may be the right candidate for this role, then we look forward to receiving your application.

If you would like to discuss the role in more detail or require more information, please contact our Director of Standards, Alison Black at: Alison.black@southpennineacademies.org

If you think a career with us is right for you, discover more at:

South Pennine Academies: www.southpennineacademies.org / Twitter: @SouthPennine

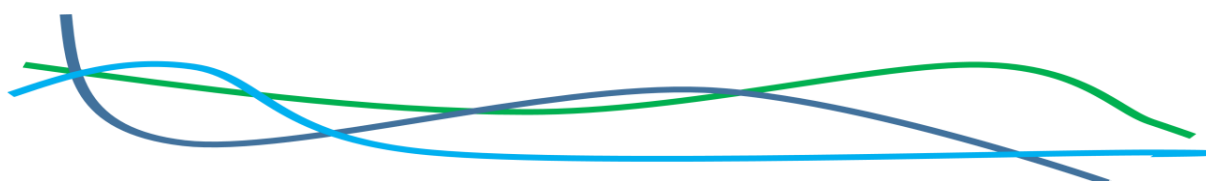


Strong and effective leaders::High performing staff::Successful students::Engaged community



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South Pennine Academies Partners



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South Pennine Academies

The Trust / Our Background

South Pennine Academies is a charitable Multi Academy Trust established in 2012 by our CEO Jane Acklam OBE, a National Leader of Education. Based in Huddersfield, West Yorkshire; we currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated an Outstanding ITT provider by Ofsted.

We have extensive experience of operating educational establishments and taking at least one of these, Moor End Academy, to outstanding and sustaining this. We also have experience of opening Beaumont Primary Academy, a free school, in September 2016, and a second free school, Brambles Primary Academy, in September 2018. Our trust has a range of sponsored and converter primary and secondary academies.

South Pennine Academies works in partnership with its academies to raise levels of attainment and aspirations of all students. The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local schools.

Our knowledge of the communities that we work in is extensive. We currently operate in areas of high social disadvantage with high proportions of students and families from ethnic minority groups. We work with local community groups to deliver learning experiences of the highest standard.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

Strong collaborative working brings drive, expertise and capacity to all elements of our school improvement work, allowing school to school support to flourish. By working together, we provide a high-quality educational experience and give everyone the best possible chance to achieve. Improving the life chances of all our students is central to our vision.

Outstanding learning starts with strong and effective leadership and high performing staff. We are committed to ensuring that we recruit, develop and retain high quality staff, ensuring all have access to excellent professional development opportunities. We always aim to be an employer of choice.

Vision

- To develop a group of closely partnered academies
- To ensure all academies are world class centres of Excellence for Teaching and Learning
- To ensure the Trust plays a pivotal role in improving the life chances of students
- To develop local solutions and partnerships to meet local needs
- To promote school improvement with inclusion and diversity at its core

Strong and effective leaders::High performing staff::Successful students::Engaged community

Values

South Pennine Academies believes in school improvement through a partnership model. This brings drive, expertise and capacity to the school improvement agenda. We recognise and encourage each academy's unique characteristics and ethos, reinforcing their individual identities within their respective communities.

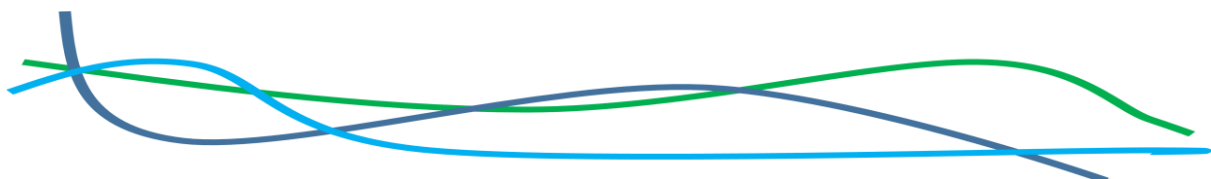
Working within a Multi Academy Trust allows school-to-school support to flourish. Becoming part of our partnership will allow you to become a leader not a follower, and be involved in shaping the partnership rather than having it shaped for you.

Key Priorities

- Strong and Effective Leadership
- High Performing Staff
- Successful Students
- Engaged Community

Joining South Pennine Academies

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24 hour GP helpline, cancer support, stress counselling support and weight management.



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THE SELECTION PROCESS

How to Apply

If you wish to apply for the post of **Secondary Partner – Trust Assistant Principal for Inclusion**, then you should:

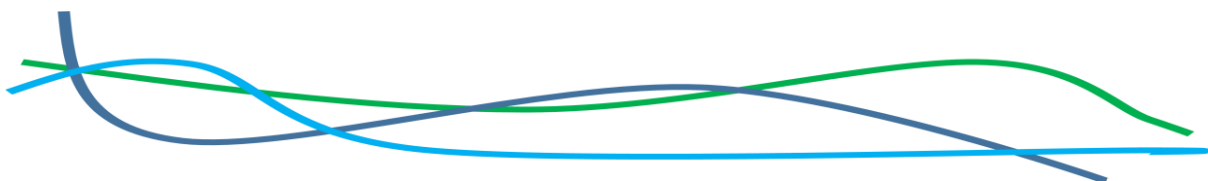
- Complete the online application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Applications are made via the **My New Term** portal and can be accessed using the following link: [Job Adverts & Applicants \(mynewterm.com\)](https://mynewterm.com)
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Applications are welcome from both internal and external candidates.
 - Submit your application by: **9am on Friday 20th May 2022**
 - Interviews to be held on: **Thursday 26th May 2022**

Successful applicants will be required to undertake an Enhanced Criminal Records Check via the DBS. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

IMPORTANT

Although the Central Team are currently based at Pennine House, Dryclough Road, Huddersfield, within the next few weeks we will be relocating to:

The Gateway, Lowfields Way, Elland, HX5 9DX



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JOB DESCRIPTION

JOB TITLE: Trust Assistant Principal – Inclusion Leader

Salary: L10-14

ACCOUNTABLE TO: Trust Director of Standards/Executive Principal Moor End and Park Lane

Purpose of Job:

We require a passionate and inspirational individual with exceptional leadership qualities to support leaders in our secondary academies in ensuring the leadership of behaviour and attendance is of the highest quality. We are looking for an outstanding leader who is driven by a commitment to creating the best possible educational opportunities for the young people in order to raise aspirations and transform lives. You need to be an exceptional practitioner with a clear vision and understanding of the needs of young people in a secondary school environment and play a significant role in enabling all of our students to achieve and fulfil their academic potential.

Responsible for:

- Ensuring that all students are happy, safe and secure at focus academies by leading Inclusion.
- Supporting the work of Moor End Academy as a Lead Behaviour Hub School
- Providing line-management of pastoral staff in the focus academies you are deployed to (as required by the Principal)
- Promoting a culture of high expectations for all pupils with SEND and one which enables all children to access the curriculum
- Having a strategic overview of Inclusion across the trust and help to develop the SPA vision and strategy for SEND provision
- Make a significant contribution to the development of an effective inclusive curriculum and ensure that all staff fully understand and can contribute to the implementation of it
- Co-ordination of the Trust behaviour network
- Alternative Provision oversight
- Partnership working with outside agencies and local schools to support inclusion

NB: All post-holders at South Pennine Academies are responsible for improving the outcomes for learners and upholding the ethos of the Trust.

Please note that this job description should be read in conjunction with the National Teacher Standards 2020.

Employment duties:

General Duties and Responsibilities

- Ensure the principles expressed in the vision and values of South Pennine Academies are evident in every aspect of the discharge of the duties of the post.
- Work as a member of the Leadership Team in the academies to communicate and implement the aims, policies and ethos of the Trust you are working in and to manage, monitor and review the provision of high-quality education.
- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the focus academy you are deployed to, leading by example.
- Be committed to working in a cohesive, supportive and forward-thinking team of senior colleagues which shares an ambitious vision to drive up expectations and promote an aspirational culture
- Develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Have personal authority, communication and organisational skills to lead and manage effectively and with impact
- Strategic lead on behaviour and attitudes for learning strategy, including the refining of policy and procedures as necessary, communicating these to all stakeholders.
- To submit written reports for full governor meetings and other relevant meetings as required.
- Take the role of Performance Manager for pastoral personnel within the performance management structure.
- Be prepared to work 'across the piece' being flexible and interested in other senior leadership areas.
- Have high expectations of students and staff and to celebrate successes at every opportunity
- To contribute towards School Self-Evaluation and School Improvement Planning.

Strategic Leadership Responsibilities

- Take on-going responsibility for maintaining and improving the approach to standards of behaviour and expectations within the focus academies.
- Secure and sustain high standards of behaviour to support positive attitudes to learning.
- Through structured monitoring, analysis and review processes, account for standards to SLT and MLT, planning interventions/support in response as necessary.
- Oversee and develop effective policies and processes to ensure all students are safeguarded effectively and that all staff are trained to safeguard students effectively.
- Implement and develop effective policies and processes to ensure all students are free from bullying and harassment.
- Implement and develop restorative justice programmes to support students in better behaviour.
- Keep up to date with the development of creative and innovative practices to support developments in pastoral care and inclusion.
- To liaise with key staff to ensure that effective intervention is in place for identified students.

Leading Inclusive Practice

Be responsible for ensuring:

- Senior Leaders are kept fully informed with relevant information where a student is at risk of exclusion.
- Impeccable practice is followed in academies in relation to procedures around the exclusion and re-integration of students.
- That all pastoral support team colleagues execute their duties to a high standard.
- Internal and external alternative provision supports students in better behaviour and outcomes and re-entry into mainstream education.
- Appropriate attitudes to learning, expectations and aspirations of students are improved through the use of student voice and student leadership programmes.
- Strategies are in place to ensure students and staff joining the academy 'mid-term' are fully supported and integrated into the academy community.
- Proper oversight is maintained of arrangements for managed moves including direct liaison with senior leaders in other schools/academies.
- Ensure that induction of students includes parental/carer involvement and commitment setting out expectations.

Behaviour

- Ensure early identification, appropriate student support and an inclusive curriculum for all vulnerable groups.
- Reduce levels of FT exclusions through a proactive approach to behaviour management and the provision of effective alternatives both in school and through partnerships / other providers.
- Provide comprehensive training and support opportunities for teaching and inclusion colleagues in Positive Behaviour for Learning approaches.
- Gather, analyse and respond to the views of students, parents, staff and governors regarding behaviour and safety.
- Embed systems for tracking students' behaviour, awarding rewards and imposing sanctions appropriately.

Leading and managing staff:

You will:

- Promote the Trust vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

Trust Assistant Principal: Inclusion Leader - Personal Specification

You should be able to demonstrate that you meet the following criteria:

E = Essential
D = Desirable

Measured by:

- A. Application Form
- B. Test / Exercise
- C. Interview
- D. References

General		
E	<ul style="list-style-type: none"> An inspirational strategic leader, passionate about transforming lives and driving up expectations with the aim of promoting an aspirational culture 	B
E	<ul style="list-style-type: none"> Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability 	A / C
E	<ul style="list-style-type: none"> Committed to raising standards of achievement 	C
E	<ul style="list-style-type: none"> Possess personal integrity, warmth and a willingness to grow and learn 	C
E	<ul style="list-style-type: none"> An effective communicator – verbal and written, to individuals, groups and at whole staff level 	A / C
Qualifications		
E	<ul style="list-style-type: none"> Degree or equivalent – QTS 	A
D	<ul style="list-style-type: none"> Completion or working towards further Professional Qualifications 	A
E	<ul style="list-style-type: none"> Recent relevant training 	A
D	<ul style="list-style-type: none"> Recent child protection/safeguarding and training 	A
Experience		
E	<ul style="list-style-type: none"> Successful experience as an outstanding head of department or pastoral leader in a secondary setting and / or leadership and management in a local authority 	A
E	<ul style="list-style-type: none"> Experience of working to improve behaviour and attitudes whole school level 	A / C
E	<ul style="list-style-type: none"> Leading whole-school or LA training events 	A
E	<ul style="list-style-type: none"> Successful involvement in self evaluation processes and data analysis as an aid in personal and institutional improvement, development and change 	D
E	<ul style="list-style-type: none"> Successful implementation of initiatives for raising attainment 	D
E	<ul style="list-style-type: none"> Successful working relationships with students, staff, parents /carers, Governors and the wider community 	B
D	<ul style="list-style-type: none"> Good financial management skills 	A / D
D	<ul style="list-style-type: none"> Successful experience in leading and managing change and innovation in seeking high performance 	A / D
E	<ul style="list-style-type: none"> Proven track record as a highly skilled classroom pastoral practitioner 	A / D
E	<ul style="list-style-type: none"> Successful implementation of strategies to improve behaviour 	C / D

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Leadership and Management		
E	<ul style="list-style-type: none"> The ability to develop, deliver and evaluate the SPA strategy for improving behaviour and Attitudes 	B
E	<ul style="list-style-type: none"> Ability to articulate, communicate and uphold the vision and embody the values of SPA 	C
E	<ul style="list-style-type: none"> Enabling the highest levels of student achievement through translating vision and ethos into practice 	B / C
E	<ul style="list-style-type: none"> Enthusiasm to take Academies forward through a process of change, development and ongoing improvement 	C
E	<ul style="list-style-type: none"> Commitment to leadership by example 	C
D	<ul style="list-style-type: none"> Proven practice in selecting, leading, motivating and supporting staff to achieve high standards for all 	C / B
E	<ul style="list-style-type: none"> Personal leadership skills in networking with a range of other providers in other sectors and institutions 	C / D

Knowledge, Skills and Abilities		
D	<ul style="list-style-type: none"> Knowledge of current national policies in relation to inclusion and child protection 	C
E	<ul style="list-style-type: none"> Understanding of key methodologies which are effective in raising standards in schools/academies 	C
E	<ul style="list-style-type: none"> Sound knowledge of appropriate strategies that underpin the further raising of pupil attendance 	B
E	<ul style="list-style-type: none"> Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal 	C
E	<ul style="list-style-type: none"> Able to make decisions, identify and solve problems based on thorough analysis and sound judgement 	C
E	<ul style="list-style-type: none"> Able to analyse and use data to establish benchmarks and set challenging targets for improvement 	B
E	<ul style="list-style-type: none"> Excellent interpersonal, written and oral communication skills 	B
E	<ul style="list-style-type: none"> Strong interpersonal skills and ability to work well under pressure, delegate, plan and manage time effectively 	B / C
E	<ul style="list-style-type: none"> Personal resilience and the ability to maintain staff morale at times of pressure and change 	D / C
E	<ul style="list-style-type: none"> Able to plan strategically for the future 	C / D / B
E	<ul style="list-style-type: none"> The ability to think 'outside the box' in order to stimulate innovation and to secure the future success of the Academy 	B
E	<ul style="list-style-type: none"> Ability to create positive relationships and 'defuse' situations 	B / C