



Steel City Schools Partnership

Recruitment information
for the position of

Assistant Principal - EYFS
September 2021

Monteney Primary

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Welcome to Steel City Schools Partnership

Our Vision and Ethos

Our determination to make a difference is rooted in moral purpose, we want to improve outcomes and life chances for young people. This is manifested in everything we do:

To provide a first class, innovative education for all.

Achieving Excellence

Sustaining Excellence

Sharing Excellence

- We believe that a clearly and simply articulated ambition and a relentless drive for improvement from all is key to the success of Steel City Schools Partnership – Achieving Excellence
- We believe that trusting relationships, effective communications and on-going capacity building are keys to sustained and sustainable organisational improvement – Sustaining Excellence
- We believe that the right information, education, training and support are key drivers to enable and support effective system improvement – Sharing Excellence



Welcome to Steel City Schools Partnership – Who are we?

Thank you for your interest in working with Steel City Schools Partnership. As a Multi Academy Trust with a very clear vision and ambition for the Trust, Trustees are keen to ensure they recruit and retain the highest calibre of candidates to be part of Steel City Schools Partnership to provide the very best education possible to the children we serve.

Steel City Schools Partnership was formed following a long established partnership between local schools led by Montenev Primary School, a National Support School. Montenev had been in Federation with Fox Hill Primary for 3 years from 2007 and from 2012 in partnership with Mansel Primary. Montenev was a convertor Academy, sponsoring both Fox Hill and Mansel Primaries. Following a period of development SCSP welcomed 2 new schools to the Trust - Greenhill Primary and Windmill Hill Primary – both in February 2018 as convertor academies. Woodseats Primary converted to join in September 2019 followed by Brook House Junior in April 2021. We are very excited that Lound Infant and Lound Junior (Lound Academy Trust) will also be joining SCSP, hopefully in the Autumn of 2021

The Multi Academy Trust has been established to ensure a city wide, primary led partnership of schools with an ambition to work closely with other academies and schools in both formal and informal arrangements. The Trust aims to provide a high quality learning and cultural environment that inspires and motivates children, staff and the wider community to engage in education and learning. The “To provide a first class, innovative education for all” philosophy drives policy, practice and governance in order to achieve this. Leadership development, succession planning and capacity building are also priorities for the Trust.

As a Multi Academy Trust we work closely and value greatly our relationship with a number of local and regional partners, being a Strategic Partner with Learners First and TYKES TSA. We have a number of SLE’s and lead staff who are subject experts at all levels of the Leadership License. We are pleased to be recognised as sites to host NPQH and NPQEL (Executive Leadership) placements.

Academies currently within Steel City Schools Partnership:

- Brook House Junior
- Fox Hill Primary
- Greenhill Primary
- Mansel Primary
- Montenev Primary
- Windmill Hill Primary
- Woodseats Primary

The Assistant Principal will be part of any individual Academy strategic leadership team and work closely with the CEO and COO, as well as the individual Academy Principal and leadership teams. The ability to work in collaboration with others within the setting and beyond is a pre-requisite of

the job and you will be able to work in the first instance with the CEO and Principal in shaping the vision for the Academy within the vision for the Trust.

Through strong, visible leadership, coupled with a thirst and enthusiasm for learning, you will be a role model in inspiring and motivating others within the Academy and across the Trust. It is essential you are able to articulate clearly and communicate the vision of the Trust and the Academy for the future to pupils, parents, staff, Governors and our wider partners.

I trust this flavour of the Trust excites you as much as it does us. We still have much to do across the 7 schools including ensuring standards are maintained and increased at all key stages. With the dedicated team and collaborative approach, we are well placed to build on our many strengths and hope that you feel you want to join the Trust and to be able to shape and make a difference to children's outcomes.

A handwritten signature in black ink, reading 'Nicola Shipman'. The signature is fluid and cursive, with the first name 'Nicola' and last name 'Shipman' clearly distinguishable.

Nicola Shipman

Chief Executive Officer

May 2021



Steel City Schools Partnership - Assistant Principal Monteney Primary L6 – L10

JOB DESCRIPTION

JOB PURPOSE: Working with the Principal and Deputy Principal, to provide leadership for the Academy which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with statutory requirements and the 5 outcomes of Every Child Matters.

RESPONSIBLE TO: The Chief Executive Officer of the Trust and the Principal of the Academy.

RESPONSIBLE FOR: Teaching and support staff of the Academy and its children and young people.

ACCOUNTABILITIES: To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers. The job description is based on the National Standards for Headteachers.

SPECIAL FEATURES: The post holder shall be required to work in any of the Academies within Steel City Schools Partnership as directed by the Chief Executive Officer. In conjunction with the Academy Principal, CEO and Trustees you are expected to undertake the following:

Shaping the Future

Working with the Principal and Deputy Principal to:

- Create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the Academy and its community as part of Sheffield and in its wider context.
- Translate the vision into clear objectives that promote and sustain Academy improvement.
- Ensure that the Academy moves forward for the benefit of its pupils and their community.
- Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.

Learning and Teaching

Working with the Principal and Deputy Principal to:

- Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensure an Academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

Developing Self and Others

Working with the Principal and Deputy Principal to:

- Build a collaborative learning culture within the Academy and actively engage with other Academies and schools to build effective learning communities and partnerships.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
- Set high expectations for all and address underperformance.
- Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
- Support the Principal in the implementation of performance management systems that ensure high quality education provision.
- To act as a role model for the highest professional standards within the framework of the school's expectations.

Managing the Organisation

Working with the Principal and Deputy Principal to:

- Ensure that the Academy and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Manage the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities.
- Recruit, retain and deploy staff appropriately.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- To undertake any professional duties of the Principal, as delegated, or in the event of their absence from school.

Securing Accountability

Effective fulfilment of all roles and responsibilities outlined in this document

Provide information, advice and support to the Principal, Deputy Principal and Governing Body to enable them to meet their responsibilities for securing:

- Effective teaching and learning
- High standards of achievement
- Efficiency and good value for money

and enabling them to present full, clear and accurate accounts of Academy performance to a range of audiences.

To assist the Principal and Deputy Principal in creating and developing an organisation in which all staff recognise that they are accountable for the success of the Academy.

To assist the Principal and Deputy Principal in ensuring all parents are well informed about:

- curriculum attainment and progress
- realistic and challenging targets for improvement

and to make a fully informed contribution to achieving them.

Strengthening Community

Working with the Principal and Deputy Principal to:

- Manage effective relationships with all stakeholders and partners.
- Co-operate and work with relevant agencies and partners to ensure the well-being of children in line with the 5 Every Child Matters outcomes.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Build an Academy culture and curriculum that takes account of the richness and diversity of the Academy's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

Working knowledge and effective experiences of addressing the 'Keeping Children Safe in Education' and 'Every Child Matters' agenda and safeguarding issues.

Working with the Principal and Deputy Principal to:

- Ensure a safe and supportive Academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develop and introduce policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

Specific Responsibilities

Curriculum Responsibilities

- Support the Planning, Development, Monitoring and Assessment of whole school curriculum provision
- To lead a team of staff through the component parts of planning, development and delivery of curriculum
- To assist the Principal and Deputy Principal in formulating a system of performance management for all staff to include both staff and curriculum development
- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress
- Assisting the Principal and Deputy Principal in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them

Pastoral Responsibilities

- Line manage teachers and support senior teachers in their line management area of responsibility - EYFS leader.
- To lead the team they line manage in developing and implementing effective behaviour strategies in line with Academy policy
- To support the Principal and Deputy Principal in behaviour management across the Academy

- Ensure subject leaders meet their responsibilities in line with national standards
- To plan implement and monitor a staff development programme including induction, mentoring, training and performance management
- To liaise with other providers to secure best opportunities for pupils
- To develop and implement strategies to ensure pupil progress, to monitor, evaluate and review those strategies and pupil progress, and develop extension and out of school hours activities working with partners in education
- Contribute to the provision of a safe, secure learning environment
- Assist the Principal and Deputy Principal in raising academic standards and raising attainment particularly in the areas of English, Literacy, Numeracy, ICT and other basic skills

Person Specification/Profile – Assistant Principal

<p>Qualification and Experience Requirements</p> <ul style="list-style-type: none"> ▪ QTS (Qualified Teacher Status) ▪ Evidence of regular and appropriate professional development ▪ Evidence of recent management development ▪ Evidence of recent senior management experience demonstrating a substantial contribution to: <ul style="list-style-type: none"> - Developing and implementing an Academy or school ethos - Planning, developing, monitoring and assessing the whole curriculum - Raising standards through systematic target setting and monitoring, including within the processes of OFSTED - Developing community involvement ▪ Experience of leading CPD ▪ Experience of implementing school improvement initiatives 	<p>Application form</p>
<p>Assistant Principals should be able to demonstrate their ability in:</p> <ul style="list-style-type: none"> ▪ Collaborative and flexible leadership in close partnership covering <ul style="list-style-type: none"> - Planning, development and monitoring whole school curriculum provision - Planning strategically and operationally ▪ Effective management, decision making and organisational skills, including: <ul style="list-style-type: none"> - Communication skills (oral and written) - Consultation and negotiation skills - Ability to delegate - Ability to motivate staff and pupils ▪ Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the Academy /school community and partners ▪ Active and effective internal Academy /school liaison work, including the promotion and development of team working ▪ To plan and make decisions that take full account of equal opportunities ▪ Performance review: a sharp focus on self-evaluation, with particular regard to assessment and pupil progress 	<p>Application Form, Reference, Assessment, Interview</p>
<p>Assistant Principals should be able to demonstrate their knowledge, experience and understanding of:</p> <p>Shaping the future</p> <ul style="list-style-type: none"> • Local, national and global trends in education • Communication strategies both within and beyond the Academy • New technologies, their use and impact 	<p>Application Form, Reference, Assessment, Interview</p>
<p>Leading teaching and learning</p> <ul style="list-style-type: none"> • Strategies to raise achievement and achieving excellence • Strategies to ensure inclusion, diversity and access • Strategies to develop effective teachers • Models of learning and teaching • Principles of effective teaching and assessment for learning • Models of behaviour and attendance management • Curriculum design and management 	

<p>Developing self and others</p> <ul style="list-style-type: none"> Strategies to promote self and team development 	
<p>Managing the organisation</p> <ul style="list-style-type: none"> Equal opportunities policy in service delivery and employment Legal issues relating to managing a school 	
<p>Securing accountability</p> <ul style="list-style-type: none"> Relevant education legislation Principles and practice of quality assurance systems, including school review, self evaluation and performance management Data collection and analysis tools Performance monitoring and evaluation techniques Statutory educational frameworks, including governance Public service policy and accountability frameworks, including self evaluation and multi-agency working Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of Academy life. 	
<p>Strengthening community</p> <ul style="list-style-type: none"> Current issues and future trends that impact on the Academy community Strategies to encourage parents and carers to support their children's learning 	
<p>Safeguarding and promoting the welfare of children</p> <p>Awareness, understanding and successful experience of:</p> <ul style="list-style-type: none"> Addressing Every Child Matters (ECM) agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance. Developing and ensuring a safe and supportive Academy culture. Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting. 	

ADVERT

Within our Trust there are currently 7 vibrant academies which are led by a strong and visionary Board of Trustees, Governing Bodies and a CEO; driven by a passion for leading and developing a strong team which ensures positive outcomes for children and their communities.

We are currently recruiting:

Assistant Principal for Monteney Primary

Salary: Group 3 L6 – L10 (£47,969 - £52,983)

Brook House Junior is a successful school located close to Rother Valley. (Ofsted Good – November 2019). They have had some recent leadership changes and joined SCSP in April 2021. The progress pupils make is in line with or above national based on their high starting points.

Fox Hill Primary remains a successful school (Ofsted Good - July 2019) with a 5-year upward trend in KS2 outcomes. In 2017 the school recorded progress outcomes above national and this trend continued in 2018.

Greenhill Primary is an improving school (Ofsted Requires Improvement – December 2015) and since joining SCSP in February 2018 has made progress towards raising the outcomes for the learners. Results in 2019 were more positive in many aspects than in 2017.

Mansel Primary is a strong school (Ofsted Good - January 2017) having benefited from strong leadership and support over the past years. In 2017, 2018 and 2019 Mansel recorded continued improved outcomes across all key stages with progress all above or significantly above average.

Monteney Primary is a popular school (Ofsted Good – March 2020). We focus on developing our children as Monteney Learners through our Monteney Values and our knowledge and language rich curriculum. Results in 2019 remain in line with national outcomes with progress measures broadly average.

Windmill Hill Primary (Ofsted Good – November 2014) joined SCSP in February 2018 after a period of time working in conjunction with key leaders. Results in 2018 and 2019 improved at GLD and there were gains in the number of pupils working at Greater Depth and Higher Standard.

Woodseats Primary (Ofsted Good - November 2017) joined SCSP in September 2019. The school serves a diverse community and has an exciting, bespoke curriculum. Results at the school remain strong over time.

Steel City Schools Partnership seeks an Assistant Principal who will:

- Teach a EYFS class to a high standard and model exceptional teaching in order to further improve outcomes in EYFS
- Be responsible for the leadership and development of EYFS
- Lead EYFS curriculum including the introduction of the new EYFS curriculum
- Lead Early Reading and Phonics across the academy

- Secure the long term success of the academy by maximising potential through the skills and resources available from across the academy, the trust and beyond.
- Build leadership capacity in the academy, including line management responsibilities
- In collaboration with the CEO and Principal, articulate and role model a clear vision for the academy within the trust for the development of education to meet the demands of a rapidly changing agenda, one which we are shaping ourselves
- Provide leadership and management which enables the Trust to give every child high quality education and which promotes the highest possible standards of achievement and attainment
- Contribute to the work of Steel City Schools Partnership and our wider partners including the Teaching School Alliances – Learners First (Wickersley) and Tykes (Hoyland Common) and future work with the regional Teaching School Hub (South Yorkshire Hub – Chorus)
- Deliver specialist continuous professional development across the partnership at all levels
- Work with the Trust in its development of a primary phase transformation model and in its current period of growth.

In return Steel City Schools Partnership can offer you:

- Wonderful children.
- An innovative leadership team to support school to school improvement.
- Keen and well-motivated staff teams who are eager to learn and involve themselves in all aspects of academy and trust life.
- A warm, welcoming ethos based on collaboration, care and respect for all.
- Parents who are keen to engage with and contribute to their children's learning.
- Strong links within our Family of Schools and our wider community of schools.
- The opportunity to co-create, implement and share new and innovative practice as the Trust enters its next stage of growth.
- A fully supportive Board of Trustees and a Local Governing Body, committed to improving outcomes for all.
- The challenge of shaping and implementing an academy, with the support of the CEO, Principal, Board of Trustees and Local Governing Body, into the new world.

Please note that successful candidate will be appointed to the Trust and as such can be deployed at any site across the Partnership as directed by the CEO. In the first instance this role will be based at Montenev Primary. It is expected that the successful candidate will take up post from September 2021.

Informal discussions about the role are warmly welcomed and encouraged. Please contact Nicola Shipman, CEO, on nshipman@steel-city-schools-partnership.org or Clare Hayes, Principal on chayes@montenev.sheffield.sch.uk

You can find further information about Steel City Schools Partnership and the individual schools by visiting the website: www.steel-city-schools-partnership.org where you will be able to download an application pack and all details regarding the post.

Completed application packs should be returned by email to jobs@steel-city-schools-partnership.org stating **Assistant Principal (Monteney) Application** in the subject line.

Closing Date: 20.5.2021

Shortlisting: 21.05.2021

Recruitment Process: 26.05.2021

Steel City Schools Partnership is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful candidate will be required to undertake an enhanced Disclosure and Barring Check in line with the Rehabilitation of Offenders Act (ROA) 1074 (Exceptions) Order 1975 and the Police Act Regulations.