



Moorlands
Learning Trust

FURTHER PARTICULARS FOR THE POST OF:

**Assistant
Principal:
Progress and
Community at
The Skipton
Academy**

L8 – 12

**Assistant Principal: Progress and Community
at The Skipton Academy
L 8 – 12**

Dear Applicant,

Thank you for enquiring about this key post at The Skipton Academy – we very much welcome your interest and hope the accompanying information will encourage you to apply.

An exciting opportunity has arisen for an inspirational colleague to join The Skipton Academy as Assistant Principal: Progress and Community to progress their career in a school which has experienced transformational change over the last few years and to play a crucial part in our ongoing improvement journey. We are a fantastic learning community, set in one of Yorkshire's most scenic areas, whose facilities have recently been further enhanced by the completion of a multi-million-pound refurbishment project.

The Skipton Academy is a vibrant 11-16 comprehensive school which is rapidly growing and expanding in size; pupil numbers have increased recently to such a degree that we now need to expand our staffing across a range of subject areas, as well as at senior leadership level, and this has created the opportunity for an Assistant Principal to join our team.

We are committed to our ethos of “Belong Challenge Inspire” and this has been key to the improvements in every aspect of the school. We expect all staff and students to demonstrate these values in their behaviours every day, to ensure that all our students can achieve their full potential. Our dedicated staff are fully committed to this ethos and have bought into a common goal and support each other to make The Skipton Academy a vibrant and positive place to work.

We are passionate about serving our local community and are a member of Moorlands Learning Trust along with its founding school Ilkley Grammar School, as well as a member of the Red Kite Teaching School Alliance, with a firm commitment as a school to developing highly effective collaborative practices.

The Skipton Academy is now moving into its next phase of development, which includes broadening our curriculum, to secure further improvements and ensure we are self-evaluating at “good” by the academic year 2023, prior to our next likely inspection. We are also expanding our senior leadership team due to the growth in student numbers to include an Assistant Principal: SENCo in addition to this role, presenting the opportunity to become part of a growing Senior Team.

This is therefore a fantastic time to be joining us as our new Assistant Principal Progress and Community. The role provides a great opportunity for someone to lead on progress across the school as well as the pastoral care for Key Stage 4 students while continuing to enhance our local reputation in the community.

The successful candidate will be an excellent practitioner who can inspire outstanding learning and progress, and who has the ambition, creativity, determination and skills to ensure that every student enjoys an exceptional education; they will have high expectations and an unwavering commitment to all staff, students and stakeholders. Given how crucial this role is for us, we are keen to attract a candidate who fully shares our ethos and who wants to make a real difference to the lives of our students. As a small 11-16 school therefore, the role may be suited to someone currently leading a Key Stage, a Head of Department or a TLR holder with significant leadership experience, seeking their first Senior Leadership position; additional leadership support and development would be available for the right candidate if required.

In all cases, in order to ensure that we can further improve and continue to grow sustainably, post holders will benefit from additional leadership and management time in their first year to be able to have the capacity to fully evaluate and strategically develop our provision further.

This is a significant leadership role; as Assistant Principal you will lead on progress and will be accountable for the progress and attainment of all students across the key stages. You will have line management responsibility for the Head of Key Stage 3 and pastoral oversight of Key Stage 4. We will expect you to continue to develop a strong pastoral team with the support of an experienced Deputy Principal, to bring fresh ideas and have an unswerving commitment to further drive up standards. You will lead on initiatives within the progress team and will become a key player in supporting our whole school vision where every student achieves their full potential.

We are looking for:

- a dedicated and passionate teacher with leadership experience who has resilience and a strong, positive work ethic
- a commitment to providing high quality lessons to engage, challenge and inspire our students
- a colleague who is inspirational to colleagues and students and committed to sharing best practice
- a strong commitment to extra-curricular and enrichment opportunities

In return for your commitment we can offer:

- the opportunity to make a real difference
- personalised CPD with a strong commitment to professional growth and developing individual career paths
- a very calm and orderly school with high expectations and an ethos of trust and care
- a committed and enthusiastic staff
- a very supportive Senior Leadership Team and Trust Executive team
- a location in beautiful Skipton with good transport links to the rest of Craven, Leeds and Bradford

As part of your online application on **Vacancy Filler**, in the Personal Statement section (no more than 2 sides of A4 font size 11)

Please explain:

- your ideas and strategies for taking progress and community at The Skipton Academy to the next level
- the significant impact you have had as a leader
- the leadership skills, qualities and experiences you believe make you an exceptional candidate for the post of Assistant Principal at The Skipton Academy

This can be accessed through the school's website:

<https://www.theskiptonacademy.co.uk/vacancies/>

Closing date for applications: 8am Wednesday 26th January 2022

Provisional interview date: Monday 31st January 2022

We hope to contact shortlisted candidates by email no later than Friday 28th January 2022. If you do not hear from us by this time, you may assume that, on this occasion, you have been unsuccessful.

You are warmly invited to visit us ahead of submitting an application to find out more about our school and what we can offer. Should you wish to visit then please contact Vicky O'Keefe, Principal's PA, via email at v.okeefe@theskiptonacademy.co.uk or telephone 01756 792965.

Thank you again for your interest in The Skipton Academy. We look forward to hearing from you.

Richard McManus
Principal

Moorlands Learning Trust

Thank you for requesting details for the post of Assistant Principal at The Skipton Academy. This is a crucial role at a fast-growing school, with a remit to strategically lead progress and community.

This role provides an exciting opportunity for a colleague to play a lead role in making a demonstrable impact to the lives of a wide variety of children at The Skipton Academy, as part of its continued improvement journey, and the successful candidate will join a talented team of leaders and colleagues both at The Skipton Academy and in Moorlands Learning Trust's (MLT) wider network.

Our overriding aim at MLT aim is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, in order to ensure that individual context does not affect a student's life chances. At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We highly value our staff as our biggest asset and invest in their professional development to keep ourselves at the cutting edge of educational development, with staff wellbeing also being extremely important and strategically planned for.

This is an exciting time in the Trust's development as MLT looks to grow further, so that we can play a wider role in the development of our region and its future generations. This will mean that as the Trust grows over the coming years, the range of professional and career development opportunities and pathways for colleagues in our Trust schools will also grow, so that we can continue to recruit and retain an exceptional workforce.

I hope you are inspired by this opportunity and want to become part of our successful, growing Trust; if you have the qualities needed to make a transformational difference at The Skipton Academy then we would be delighted to hear from you!

Helen Williams

CEO Moorlands Learning Trust

Prime Objectives of the Post

Achievement

To lead on the academic development of students across designated year groups, monitoring progress and co-ordinating appropriate intervention by:

- Leading the routine analysis of tracking and cohort data and using it to inform intervention strategies to close achievement gaps
- Developing intervention cohorts and strategies, measuring and evaluating the impact of interventions
- Working closely with SLT, HoDs and other key staff as necessary with regard to students not making good progress in their subject, ensuring subject areas have interventions in place and outcomes are measured for students in the year group
- Meeting regularly with the SEN team, as necessary, to monitor the progress of students with Special Educational Needs
- Analysing and evaluating students' performance to inform students, colleagues and parents on progression
- Assisting in the development and running of achievement mentoring
- Developing and implementing strategies to address barriers to achievement including attendance, punctuality and behaviour
- Investigating alternative curriculum pathways and provision and making recommendations to the Deputy Principal regarding students who may benefit from these opportunities
- Communicating regularly with parents/carers regarding progress and achievement
- Coordinating and / or supporting option processes where appropriate

Climate for Learning

To engender a strong school identity and sense of belonging, promoting an exceptionally positive climate for learning by:

- Acting as a positive role model to staff and students, fostering a strong sense of pride and community
- Regularly visiting curriculum areas, classrooms and tutor bases to support achievement, celebrate success and support/address poor attitudes to learning
- Encouraging a positive attitude amongst students, so they can be positive and resilient in their learning
- Contributing to publications, social media and press releases to promote the successes of students in the school
- Working positively with the HoKS3 and Deputy Principal to ensure the provision of high quality, day to day pastoral care

Student Behaviour and Attitudes, Welfare and Safety

To promote high standards of behaviour and safety by:

- Providing strategic leadership and modelling to all staff and students
- Enforcing consistently high standards of behaviour and uniform in line with whole school expectations
- Ensuring the consistent use of rewards and sanctions
- Ensuring the smooth running of the relevant pastoral / tutor teams
- Strategically monitoring attendance and punctuality and leading strategies for improvement, especially for those at risk of becoming Persistent Absentees

- Leading the analysis of key pastoral data across designated year groups and reporting to the Deputy Principal regarding attendance, exclusions, detentions and isolations
- Developing ways to reduce student exclusions, detentions and isolations and monitoring the effectiveness of planned interventions and their impact over time
- Providing strategic oversight of the school's isolation and detention systems, in conjunction with the Head of Key Stage 3

Student Development, Community Relations and Parental Engagement

In conjunction with HoKS3, to develop the wider student experience at TSA by:

- Developing student leadership opportunities across designated year groups to nurture potential and grow leaders of the future
- Developing the ways in which students have a 'voice' at the Academy including through student forums / councils as agreed
- Increasing student participation and involvement in the life of the school through student voice, other student representatives / initiatives for designated year groups in liaison with HoKS3
- Leading on all aspects of community engagement locally, nationally and internationally, developing partnerships and opportunities that enhance student skills, qualities and learning experiences for designated year groups in liaison with HoKS3
- Lead on parental engagement, including Parent Information Evenings and other events, surveys and opportunities for designated year groups in liaison with HoKS3 and SLT

Leadership

To lead, coordinate and manage a team of tutors and the Head of Key Stage 3 by:

- Modelling the highest of standards and expectations to set the ethos for designated year groups
- Liaising with HoDs, SEN and teaching staff on the needs of students and putting into place necessary steps to ensure all students are supported and challenged from their relative starting points
- Providing support, advice, training and professional development opportunities for tutors, including effective tutor induction
- Ensuring the effectiveness of tutoring, and the year group overall, through robust and well- evidenced Quality Assurance and Self Evaluation processes, sharing good practice and addressing any areas of concern
- Providing regular feedback to individual tutors, to support and challenge as appropriate
- Lead tutor meetings and briefings / communications
- To be a visible and positive member of the academy Senior Leadership by:
 - Leading by example, embracing the vision and values of the school
 - Community liaison
 - Maintaining a high profile
 - Taking a share of the supervision of students at break and lunchtimes as agreed as part of the duty rota
 - Contributing to the strategic development of the academy
 - Contributing to whole school improvement through rigorous and accurate self-evaluation and strategic action planning
 - Undertaking any other responsibilities as can be reasonably requested such as on call / isolation duties which contribute to the smooth running of the school and supervision of students

To lead strategies to further strengthen the home-school partnership by:

- Establishing and maintaining positive working relationships with parents/carers
- Leading on relevant parental engagement events
- Further developing lines of communication

To support the professional development of staff by:

- Appraising the performance of colleagues as required
- Leading whole school CPD as required

Agreed by:

Post Holder:

Print name.....

Signature.....

Line Manager:

Print Name.....

Signature.....

Date:

The Skipton Academy
Personnel Specification: Assistant Principal

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Good Honours Degree	D	
<input type="checkbox"/> Strong A Level qualifications	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Significant measurable impact as a middle leader in a secondary school	E	Application form and selection process
<input type="checkbox"/> Successful experience of leading initiatives to engage learners and raise student achievement	E	
<input type="checkbox"/> Experience of partnership working with agencies, staff, parents, families, carers to improve outcomes for pupils	E	
<input type="checkbox"/> Experience of building and leading a high-performing team	E	
<input type="checkbox"/> A proven track record of outstanding secondary school teaching and results across the ability range	E	
<input type="checkbox"/> Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people	E	
<input type="checkbox"/> Experience of leading whole-school improvement strategies with significant and sustained impact on the achievement and experience	D	
<input type="checkbox"/> Experience of leading whole-school CPD	D	
<input type="checkbox"/> Experience of involvement in Quality Assurance processes including school review, self-evaluation and appraisal	E	
<input type="checkbox"/> Excellent knowledge and understanding of the Ofsted framework with proven impact in at least one key area of accountability	E	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> An outstanding classroom practitioner, able to recognise outstanding learning and teaching and improve the skills of others	E	
<input type="checkbox"/> Able to lead, inspire, motivate and engage staff and students	E	
<input type="checkbox"/> Able to build and lead a high-performing team and establish effective professional relationships built on trust and respect	E	
<input type="checkbox"/> Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support and follow up	E	
<input type="checkbox"/> Able to make clear, judicious decisions which may involve tough choices or considered risks	E	
<input type="checkbox"/> Excellent communication skills, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> An understanding of local and national educational issues and the ability to debate and discuss these at strategic level	E	
<input type="checkbox"/> Able to monitor and support staff performance, including setting targets and ensuring they are met	E	

<input type="checkbox"/> Able to plan, implement, monitor and evaluate initiatives and policies	E	
<input type="checkbox"/> Able to analyse complex problems, make sound judgements and produce workable solutions	E	
<input type="checkbox"/> Able to analyse and interpret data	E	
<input type="checkbox"/> Able to consider new approaches, ways of thinking and challenges to the status quo	E	
<input type="checkbox"/> Knowledge of effective behaviour and attendance management strategies	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion for all students across the Trust	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students across the Trust	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the wider trust community	E	
<input type="checkbox"/> An enthusiasm for developing enrichment including extra-curricular activities	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with governors, partners and the wider community	E	
<input type="checkbox"/> Shows warmth, care and sensitivity to the needs of others	E	
<input type="checkbox"/> Is professional, self-motivated, hardworking and willing to give freely of time outside of the normal working day	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate both own and the school's performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and an infectious enthusiasm!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	

<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary	E	
<input type="checkbox"/> Experience and skills to be trained as a member of the Named Person team	E	

Moorlands Learning Trust is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.