

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

ASSISTANT PRINCIPAL

Information for Candidates

April 2021

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Colleague,

I am delighted that you are interested in a position with The Skinners' Kent Academy Trust.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and sponsored by The Skinners' School, a grammar school for boys together with the Skinners' Company, one of the 'Great Twelve' livery companies of the City of London.

The Academy is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art new building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and continues to expand due to the demand for places. Having been oversubscribed in Year 7 since 2014, in September 2019, at the request of KCC, the Academy agreed to take an additional 60 students in Year 7 and agreed to do the same for September 2020. We are delighted that even more students are able to benefit from the exceptional learning environment and opportunities the Academy provides.

In September 2015 the Skinners' Kent Primary School opened and became part of the Trust, relocating to its new site at Knights Wood and is the newest member of The Skinners' family of Schools.

Our schools are supported by an experienced specialist Trust Central Team, providing high quality Finance, HR, Estates, Catering and IT support which ensures smooth running and cost effectiveness. Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy



THE SKINNERS' KENT ACADEMY TRUST



The Skinners' Kent Academy Trust is supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for seven schools: Tonbridge School, The Judd School in Tonbridge, The Skinners' School, The Skinners' Kent Academy (SKA) and Skinners' Kent Primary School (SKPS) in Tunbridge Wells, Skinners' Academy in London and The Marsh Academy in Folkestone. Skinners' Kent Primary School, which opened in September 2015 is the newest school in the family. It is part of The Skinners' Kent Academy Multi Academy Trust, set up in 2015 to incorporate the primary school with the secondary academy. It opened initially on The Skinners' Kent Academy site, but moved to its own new building in the North Farm area of Tunbridge Wells in September 2016.

The Skinners' Kent Academy is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

Skinners' Kent Primary School works alongside The Skinners' Kent Academy to provide an all-through IB ethos by delivering the International Baccalaureate Primary Years Programme (PYP). The Academy also provides support and specialist facilities to the Primary School. The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

The Multi Academy Trust (MAT) is governed by a MAT Board, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing and Pay and a MAT Finance and Resources Committee as well as a Local Governing Body for both SKA and SKPS.



OUR VISION AND VALUES



The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

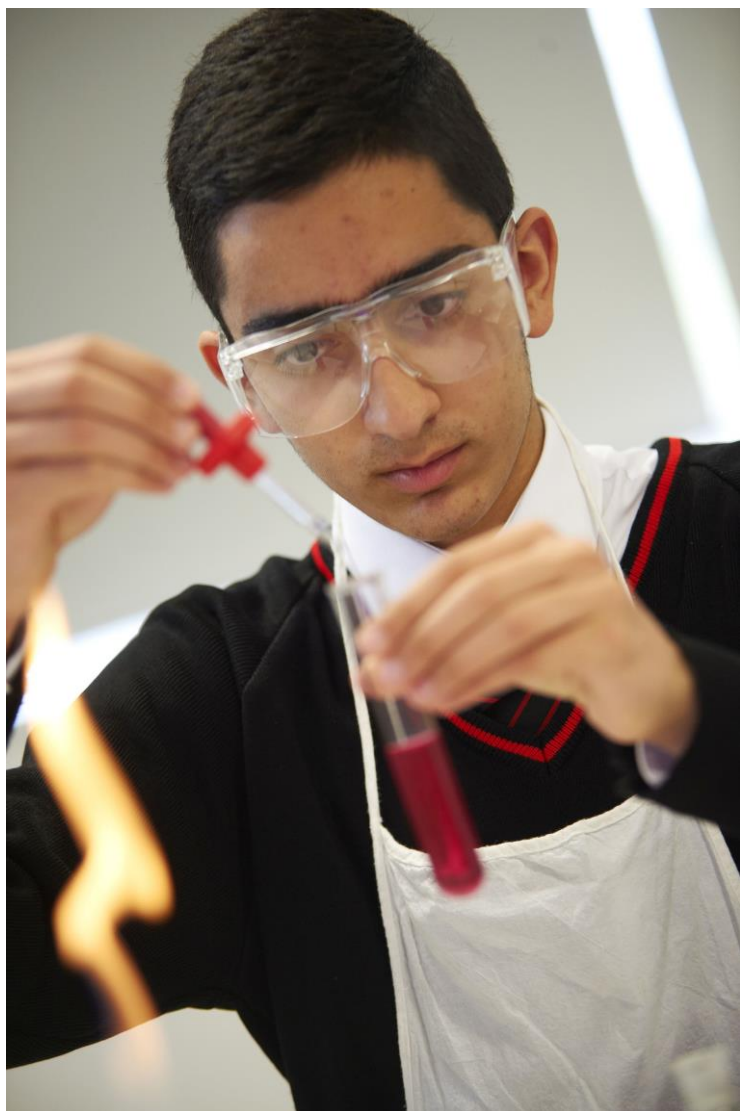
We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to

support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Assistant Principal

We are seeking to appoint an Assistant Principal to join our Academy Leadership Team; a team who are highly ambitious for our young people. The successful applicant will be a strategic thinker who is committed to raising standards and has significant evidence of impact on students' progress.

Post: Assistant Principal - Curriculum, Progress and Learning

Salary: Leadership Scale L11-L16

Responsible to: Vice Principal- Curriculum, Progress and Learning

Responsible for: Leadership and management of the Curriculum, Progress and Learning of an Academy Faculty

Working pattern: Refer to School Teachers' Pay and Conditions Document

Key relationships: Academy Leadership Team; Heads of Subjects; Students; teaching and associate staff; and parents/carers

1 Job purpose

- To contribute positively to the whole Academy vision as a Senior Leader assisting in strategic planning and Academy Improvement Projects.
- To support the Senior Leadership Team through contributing to the overall leadership and management of the Academy
- To raise standards at the Academy through the delivery of the Academy Improvement Plan.
- To support actively the vision, ethos, culture and policies of the Academy and to take corporate responsibility for delivering this vision
- To be responsible for the academic learning and progress of students of the Faculty and work to identify key performance indicators in this regard
- To promote an ethos of student-centred education at The Skinners' Kent Academy through the delivery of high quality academic tutoring and

pastoral care, in line with the Academy's high standards and expectations.

- To lead in areas of core responsibility, as designated by and agreed with the Principal
- To develop a first-class, broad and balanced Enterprise Faculty that will raise standards and have a positive impact of the student experience and their learning
- To promote positive behaviour management within the Faculty to ensure inclusive and effective learning
- To support the VP Curriculum, Progress and Learning in delivering the Academy's Curriculum development and Teaching and Learning Plan.
- To work to the professional duties set out in the School Teachers' Pay and Conditions Document and meet all requirements as appropriate of the Teachers' Standards

2 Key Responsibilities

- To undertake Senior Leadership responsibility for one specific area as outlined and defined in Section 5.
- To agree, monitor and evaluate Faculty student progress targets, which make a measurable contribution to whole Academy targets, including robust data management, moderation and organisation of any necessary catch-up and extension workshops

JOB PROFILE



2 Key Responsibilities (continued)

- an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal and in line with the Academy's vision
 - To create a Faculty Improvement Plan which contributes positively to the aims and achievement of the Academy and which actively involves all Faculty teachers in its design and execution
 - Work alongside the Principal/Vice Principal Curriculum Progress and Learning and Data Manager to support the Academy data run process for staff
 - Analyse Year data alongside the data manager to highlight Academy trends and next steps both on a subject and whole academy basis in order to share with staff
 - To research and monitor all available and appropriate courses and qualifications and the exam boards which will support the development of the curriculum offer for SKA students, under the Faculty
 - To provide regular feedback for Faculty colleagues in a way which recognises good practice and supports their progress against performance.
 - To review and monitor the delivery of Performance Appraisal objectives according to the Academy timeline resulting in a clear and tangible impact on student learning
 - To hold others to account for underperformance, where required, and to put in place appropriate support plans to improve performance
 - To assist the Principal and the VP Curriculum, Progress and Learning in the annual review of the standards of leadership, teaching and learning in the Faculty area, consistent with the Academy self-evaluation approach
 - To ensure all Faculty staff understand, and are actively implementing, the key aspects of the Academy's behaviour and inclusion policies
- including the celebration of student success e.g. assemblies, displays, awards, rewards, publicity, curriculum enhancement days
- To oversee and evaluate budget allocation to ensure the budget is spent in line with Faculty learning priorities and best value principles
 - To engage all Faculty staff in the creation, consistent implementation and improvement of schemes of work/ unit planners which encapsulate key Academy learning strategies and best suit the development of the Faculty curriculum
 - To monitor staff attendance. To liaise with VP Curriculum, Progress and Learning re attendance issues and carry out duties as requested in accordance with Academy policy on staff attendance
 - To ensure effective Communication/consultation as appropriate with the parents of students including the monitoring and evaluation of Faculty reports to parents
 - To foster and oversee the application of ICT in the Faculty as an effective tool for learning
 - To be a good/outstanding practitioner and to model high teaching and learning expectations within the Academy by example in the classroom and through lesson observation feedback and coaching
 - To attend SLT/Governing Body meetings and committees as required
 - To line manage staff with responsibilities within the Faculty.

JOB PROFILE



3 General Leadership Responsibilities

- To be a good/outstanding practitioner and to lead teaching and learning within the Academy by example in the classroom and through lesson observation feedback and coaching. To meet all requirements as appropriate of the Teachers' Standards.
- To share with other members of the Leadership Team the responsibility for the daily administration and good management of the Academy. This includes extensive participation in Learning Walks, detention sessions, break/lunch duties and generally being highly visible at all times.

4 Additional Duties

- To comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person
- To develop constructive relationships and liaise between managers/teaching staff and support staff and lead by example
- To develop positive relationships and communicate with other agencies/ professionals working within and outside the Academy community
- To work flexibly to promote extra-curricular activities and out-of-hours learning which enhance learning opportunities
- To engage in relevant continuous professional development opportunities and performance management arrangements
- To assist in the preparation and review of Academy Policy documents and ensure the Academy Improvement Plan, in relation to the area of responsibility, is continually monitored and reviewed
- To undertake other duties as may reasonably be assigned by the Principal or the Academy Trust, recognising that the duties of this post may vary from time to time without changing the general character of the post or level of responsibility

5 Technology in the classroom

- Research and propose new ways to enhance teaching and learning, promote innovation, and foster purposeful, meaningful, and creative integration of technology both inside and outside of the core curriculum
- Work collaboratively to prepare training for colleagues to maximise use of technology across the Academy
- Work collaboratively with the Academy's IT manager in order to enhance opportunities for staff and students to use technology in their day to day work within the Academy
- To investigate and implement how technology can be used in order to support student progress but also staff workload across the Academy
- Be responsible for the training of existing and/or new staff in technology within the Academy

Data and reporting

- Collect, analyse, and evaluate performance data, alongside the VP Curriculum Progress and Learning and the Academy's data manager
- To identify and take appropriate action on issues arising from data
- Provide timely data to SLT as directed by the Principal
- Create innovative ways in which to ensure that data enhances student progress and is balanced with staff workload

JOB PROFILE



5 Technology in the classroom (continued)

Homework

- Coordinate the development of a programme of Homework for the Academy
- Work collaboratively with VP CP and L and other Assistant Principals to ensure that Homework is designed as meaningful, purposeful tool to enhance student progress

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



PERSON SPECIFICATION



Criteria	Essential
Qualifications	<ul style="list-style-type: none"> Graduate or equivalent, Qualified Teacher status, registered with the General Teaching Council. Evidence of relevant and challenging continuing professional development, specifically leadership and management training.
Experience	<ul style="list-style-type: none"> Proven record of sustained and successful middle leadership and management within at least one secondary school. Proven record of improving standards of teaching and learning at middle leadership level within at least one secondary school. Evidence of good/outstanding classroom practice and clear demonstration of the ability to mentor/coach/model best practice to others. Extensive and successful experience of developing targeted intervention strategies based upon student performance data, with extensive knowledge of ICT to support this. Proven record of developing teachers and other colleagues and appropriate professional relationships which allow both support and challenge. Evidence of implementing excellent behaviour management strategies leading to significant improvements to student attitudes to learning. Evidence of managing complex child protection and safeguarding matters. Evidence of translating policy into effective practice and keeping up to date with research in school improvement and national education policy. Evidence of working effectively and establishing positive relationships with a range of internal and external stakeholders Evidence of having developed and sustained effective relationships with students in an Academic and pastoral context.
Knowledge	<ul style="list-style-type: none"> Awareness of major developments in the curriculum and any other matters, including current legislation relating to education. Able to access, analyse and interpret information and data (including attendance, behaviour and progress data) to raise the standards in teaching and learning and student engagement. Good knowledge of relevant health and safety legislation. Knowledge and understanding of the principles of assessment and effective record keeping and their use to promote the education, personal development and progression of the students. Knowledge and understanding of effective transition of students through the key stages.
Skills	<ul style="list-style-type: none"> Execute exemplary qualities of leadership and management at all times to establish a highly effective House Team. Motivate and work with others to promote a positive culture that promotes personal excellence, equality and high expectations of all members of the Academy community.

PERSON SPECIFICATION



Criteria	Essential
Skills (Continued)	<ul style="list-style-type: none">• Able to provide a productive learning environment which is engaging and fulfilling for all the young people.• Act at all times in accordance with the agreed values and ethos of the Academy.• Show commitment to own and others' professional and self-development.• Able to lead and manage staff including building a successful team and delegating effectively, thus motivating and enabling all staff to carry out their respective roles to the highest standard through performance management and continuing professional development(both within and beyond the published Academy programme).• Able to acknowledge success and challenge under performance.• Have a sound understanding of how to raise standards through careful monitoring and target setting.• Be self-motivated with excellent organisational skills and the ability to priorities workload effectively.• Have excellent written and verbal communication skills.• Be an analytical, flexible and innovative thinker.
Personal qualities	<ul style="list-style-type: none">• Have commitment to high educational, professional and personal standards.• Have an understanding of the importance of maintaining confidentiality.• Have a flexible approach to work, including a sense of humour.• Have a commitment to equal opportunities and valuing diversity.

SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.

HOW TO APPLY

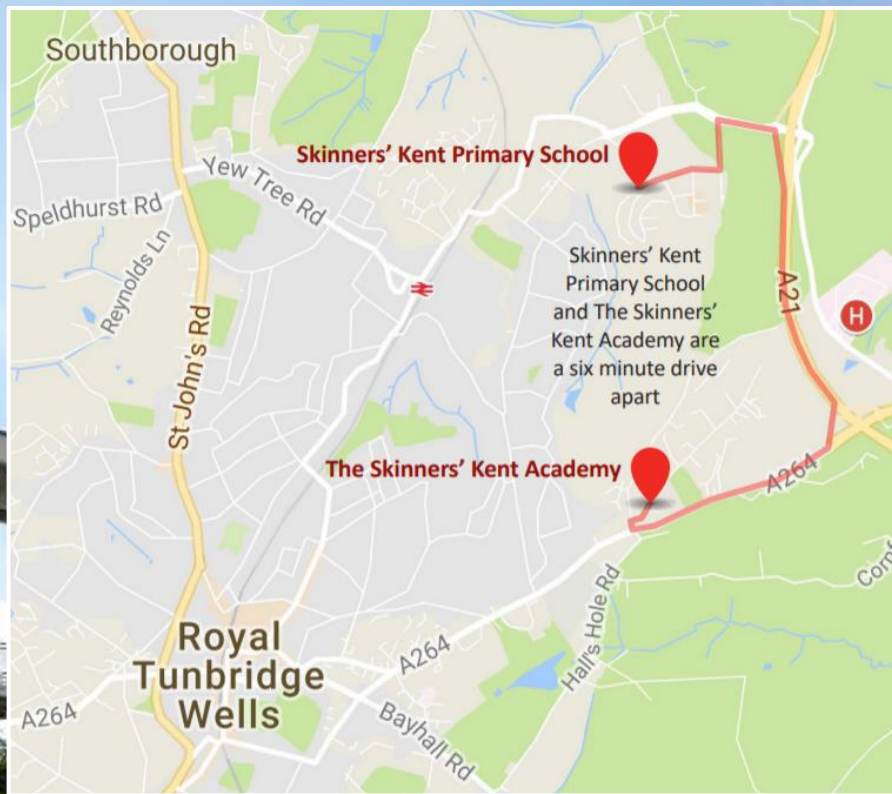


The closing date for applications is **Monday 26 April 2021 at 12 noon** with interviews commencing in the week beginning **Monday 3 May 2021**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available in electronic format online at www.skinnerskentacademy.org.uk/workwith-us and should be returned electronically along with the Equality Monitoring Form by following the instructions in the 'Work with us' section of the website
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

We look forward to hearing from you



PRIDE IN OUR SUCCESS



The Skinners' Kent Academy
Sandown Park
Tunbridge Wells
Kent TN2 4PY

01892 534377
info@skinnerskentacademy.org.uk
www.skinnerskentacademy.org.uk



Skinners' Kent Primary School
The Avenue
Knights Wood, Tunbridge Wells
Kent TN2 3GS

01892 553060
info@skinnerskentprimaryschool.org.uk
www.skinnerskentprimaryschool.org.uk

© The Skinners' Kent
Academy Trust 2020