



Job Application Pack
Assistant Principal; Student Achievement
Bluecoat Trent Academy

Permanent, Full time
Salary: L12-16



Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

S. Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and opened Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

Our Schools

Bluecoat Aspley Academy

Bluecoat Aspley Academy has approximately 1500 students, including 500 in the Sixth Form, based in the city centre. Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust).

The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds. Believe in yourself, in others, in God centres around everything we do by acting out the values of faith, family, hope and respect. Wellbeing for all is extremely important and the Academy strives to support all.



Bluecoat Aspley
believe in yourself, in others, in God



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



Bluecoat Beechdale Academy
Believe. Belong. Achieve



Bluecoat Primary
believe in yourself, in others, in God

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.





Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.



Bluecoat Trent Academy

The Bluecoat Trent Academy (BTA) opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. For the first year BTA accommodates six forms of entry, growing to eight forms in subsequent years.

The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first three years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.

Lees Brook Academy

Lees Brook Academy (LBA) based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.



Alvaston Moor Academy

Alvaston Moor Academy has 890 students on roll and places a strong emphasis on the importance of hard work and academic achievement. Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.

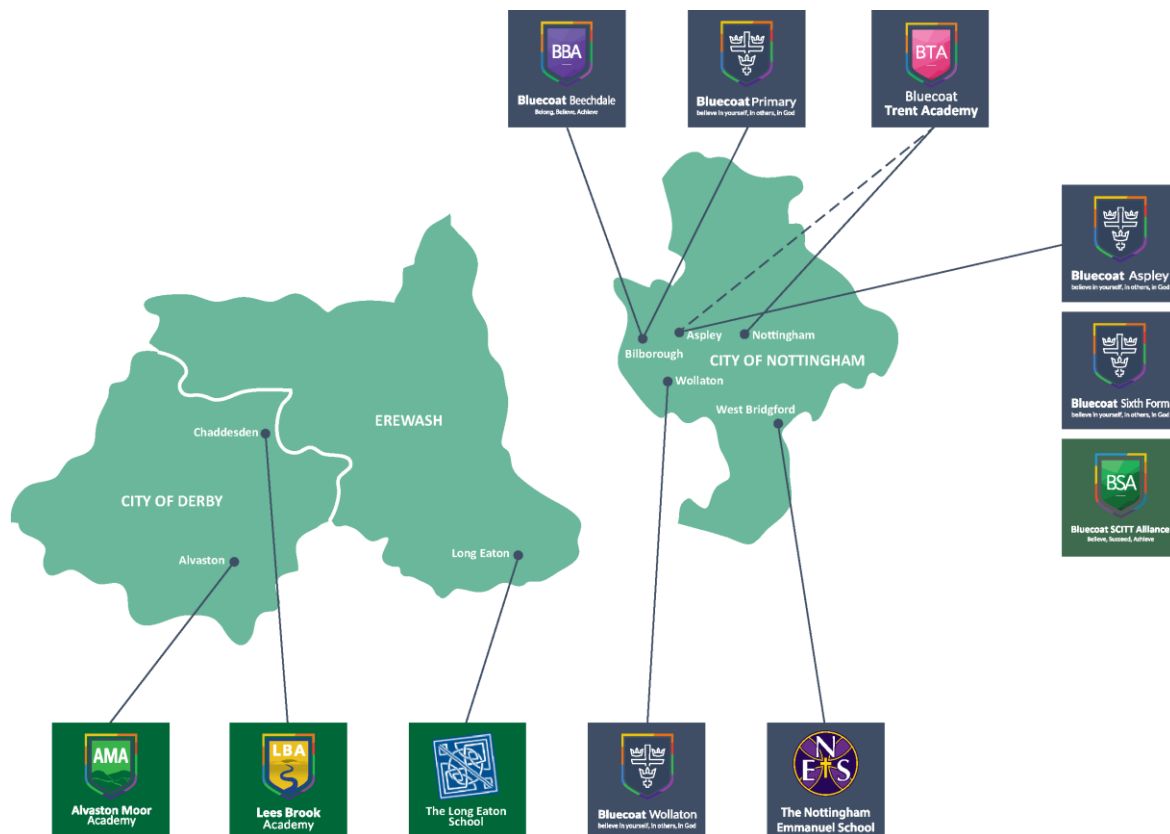


The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



School Locations



Welcome from the Principal

I am delighted to welcome your interest in the Bluecoat Trent Academy, after our first year, the founding cohort of staff are loving the opportunity to shape a school from its origins. I have a genuine love of education and learning, it transformed my life, giving me the freedom to make my own choices and enter a profession that brings me joy every day.



The Bluecoat Trent Academy is committed to excellence for all; no matter what the starting point, each individual is supported in reaching their academic potential and striving to meet their goals. We provide extensive opportunities for our students to explore experiences beyond the classroom and discover their individual talents, be it on a sports field, in a theatre or leading an expedition.

We place equal value on ensuring our students grow and develop pastorally and socially. We aim that our students will make life-long friendships and, as in all of Archway's family of schools, there is a strong sense of community. Our students feel they belong.

In this caring and nurturing environment Bluecoat Trent students are prepared to become citizens of the world. Having explored new experiences and through high quality teaching they are clear about their next steps and committed to making a positive contribution to society. This is summarised in the Bluecoat Trent vision and values.

Our vision:

Strive for excellence; shape the future

Our values: At Bluecoat Trent we CARE



Citizenship



Aspiration



Respect



Excellence

The Vacancy

We are excited to be seeking an Assistant Principal to join the visionary and committed SLT at Bluecoat Trent Academy. As the Academy grows into its third year, we will be welcoming our next cohort of students; the successful candidate will be instrumental in continuing to shape the school into an outstanding provider.

Due to the size of the team the successful applicant will be expected to demonstrate leadership over a variety of areas with a specific focus on Achievement. The application should outline the leader's ability and experience in delivering a demonstrable impact in an area of school improvement. Equally as important will be a desire to be part of the founding cohort of staff and an ambition for the growth and success of the school.

Some key areas which are planned to be assigned to the role are: Target setting, assessment, tracking student performance, intervention, exam arrangements, GL Assessment. The role will also encompass Pupil Premium and Timetable. Collaboration and CPL are of high importance within the Trust therefore a robust programme of training will be provided, particularly for areas where candidates have less experience or who have not approached aspects of the role before.

The post holder will work alongside the Principal and Assistant Principals in achieving the five-year strategic vision of the school. This will include leading on the aspects of the Academy Improvement Plan, contributing to the SEF and reporting to both internal and external stakeholders. They will work hard to ensure that all children in the school excel from whatever their starting point, and will be fully committed to going above and beyond to ensure our students receive the very best in terms of opportunity, education and care.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

The role will be based at the Trust's Bluecoat Trent Academy but the post holders may at any time be required to support or work at any of the sites within Archway Learning Trust.



Applications

For more information about Bluecoat Trent Academy and the vacancy, please visit www.bluecoattrent.co.uk/vacancies.

To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

If you wish to discuss the role further please email cmcmamus@archwaytrust.co.uk.

Applications open: 23rd January 2023

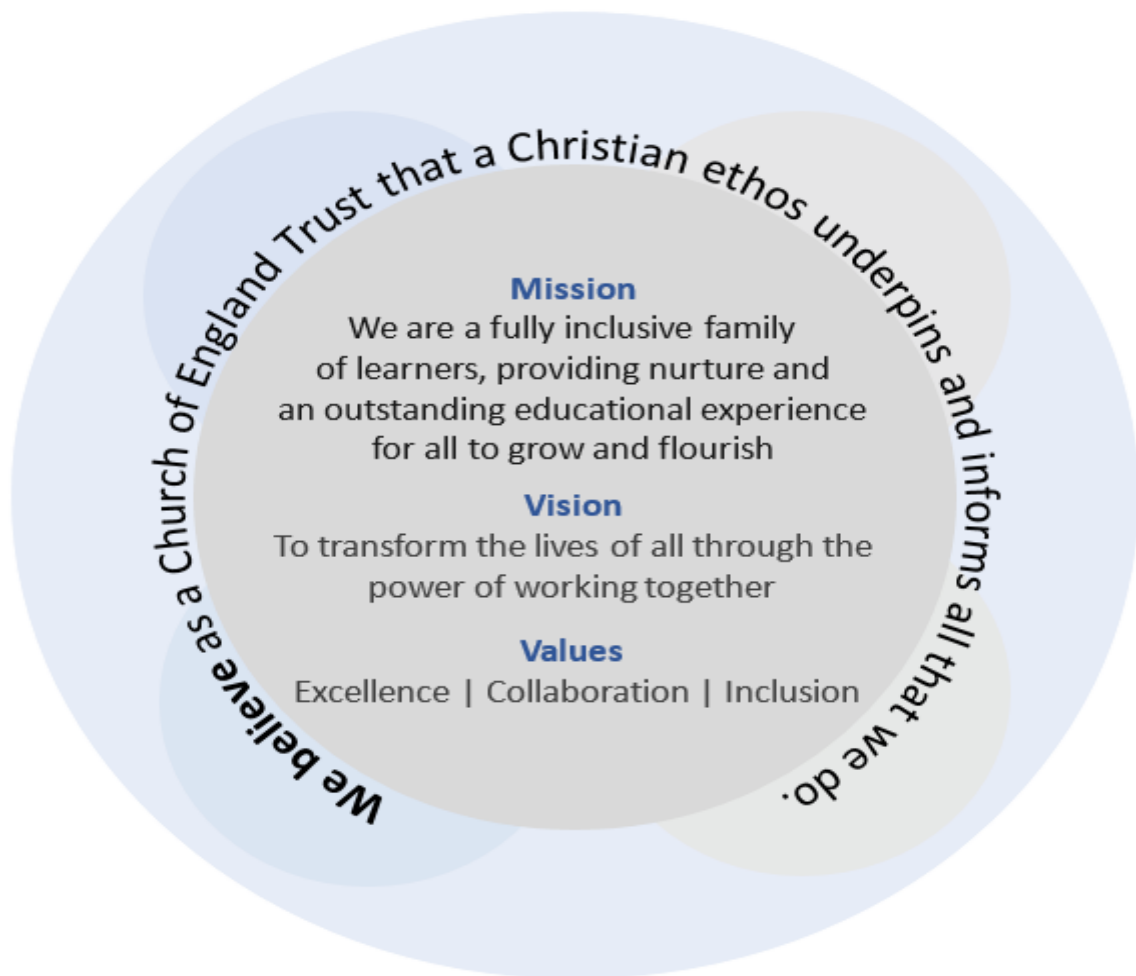
Closing Date: 17th February 2023

Interview Date: 24th February 2023

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working Together, Transforming Lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

Job Description

POST TITLE:	Assistant Principal; Student Achievement
GRADE:	Leadership scale 12-16
MAIN PURPOSE:	<p>Provide strategic leadership and direction, with focus on student achievement across the Academy, in order to reach an outstanding quality of education</p> <p>Teaching</p> <p>Promoting the highest standards of behaviour in order to promote a calm working environment in the Academy, and to create an atmosphere conducive to learning</p>
RESPONSIBLE TO:	Principal
RELATIONSHIPS WITH:	Senior Leadership Team Heads of Department and Lead Teachers Year Leaders SENCo / Teaching Assistants Support Staff Other teachers Parents Local community and educational providers

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

INTRODUCTION

The Assistant Principal will work with the Academy Principal and other members of the Senior Leadership Team to provide the strategic direction of the Academy and overall Trust. The post holder will have responsibility for Academy-wide assessment, data, exams, pupil premium and timetable. The role will support the development of expertise and potential in all staff as well as students.

The Assistant Principal has a duty to promote high quality in all aspects of the work of their team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations and focussed interventions.

At the Academy we expect the Senior Leadership Team to be fully committed to:

1. Comprehensive, community education within an urban, multi-cultural environment;
2. The inclusive values and framework of the Academy;
3. Working as a mutually supportive team, sharing responsibility, successes and challenges;
4. Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our ethos and aims;
5. Maintaining high personal and professional standards in all aspects of Academy life;
6. A consultative and participative approach to leadership and management;
7. Being forward looking and anticipating change;
8. Their own professional and leadership development.

MAIN RESPONSIBILITIES

As detailed in the 'Vacancy' section above, the responsibilities will be finalised according to the strengths and experience of the successful candidate, but are likely to encompass some of the following:

Students Outcomes

1. Lead on the development and implementation of internal subject assessments and Trust wide Key Assessment Points (KAP), ensuring it is implemented effectively, securing accurate data.
2. Work closely with the Academy Lead for Quality of Education in order to triangulate key curriculum knowledge in to formative and summative assessments.
3. Lead on the implementation, administration and analysis of the GL Assessment suite including line-management of the Data Manager.
4. Attend the Trust Impact team meetings and lead actions at an Academy level including target setting.
5. Lead the Academy's Options process in Year 9.
6. Once Key Stage 4 is established take responsibility for leading 'Raising Standards Meetings'.
7. If appropriate once qualifications have been selected be the QRD for BTEC qualifications.
8. Ensuring that all data is relevant, useful and being used by all middle leaders in a systematic way and by all teaching staff and support staff to raise standards.
9. Track the progress and attainment of students including the configuration of Go4schools
10. Coordinate interventions to ensure students' progress and attainment is maximised.
11. Develop strategies to maximise parental engagement in students' achievement, including reporting to parents, and Parents' Evenings.
12. Lead the process for the Academy becoming a registered exam centre.
13. Be responsible for mock exam and exam arrangements including line-management of the Exams Officer.

Strategic Leadership

1. Take the lead on the development, implementation and monitoring of the Academy's Pupil Premium Strategy.
2. Work with the Principal to implement the Integrated Curriculum Financial Plan (ICFP) into the Academy timetable.
3. To promote strong standards of behaviour in the school and secure consistency in expected routines;
4. The implementation of whole Academy policy and practice.
5. Contributing to whole Academy and wider community development.
6. Undertaking professional duties and administrative tasks as reasonably delegated by the Principal.
7. Participating in whole Academy planning and policy making.
8. Leading significant monitoring, review and evaluation roles.
9. Leading significant Academy development and improvement projects.
10. Attending and leading senior staff and other Academy committees and meetings within the Trust to share ideas and best practice for all schools.

11. Attending and contributing to meetings of the Governors' committees and full Governors meetings, for example through the preparation of papers and presentation of issues for consideration.
12. Line management of some subject teams.
13. Support staff in matters of student behaviour and discipline.
14. Participating in and supporting staff duty rotas.
15. Taking assemblies.
16. Organising and contributing to community events and activities.
17. Develop positive working relationships with and between all staff and provide and sustain motivation.
18. Lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes.
19. Contribute to the implementation of the Trust's Appraisal policy.
20. Support staff with matters of student behaviour and discipline.
21. Contribute positively to the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.

These tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be required to undertake any duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

TEACHER RESPONSIBILITIES

- 1) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- 2) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
- 3) Keep an attendance register of students in every lesson and following up absence when necessary;
- 4) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- 5) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- 6) Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
- 7) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- 8) Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
- 9) Be effective professionals who challenge and support all students to do their best;
- 10) Set and maintain high expectations for student behaviour;
- 11) Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

GENERAL NOTES

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- 3) These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.

- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.
- Some functions within the Trust are required to wear uniform that will be supplied by the Trust.

Personal Specification		
	<u>Essential</u>	<u>Desirable</u>
Qualifications	<ul style="list-style-type: none"> Relevant 'A' Levels (or equivalent) and degree; Qualified Teacher Status. 	<ul style="list-style-type: none"> Good honours degree (2:1 or better); Completion of middle/senior leader CPD.
Experience	<ul style="list-style-type: none"> Relevant teaching experience or teaching practice; Experience of working with students of a wide range of abilities and needs, including EAL; Experience of leading a staff team and whole school projects with demonstrable impact; Has been a successful middle leader themselves Monitoring, evaluating and reviewing classroom and assessment practice and promoting improvement strategies, challenging underperformance and ensuring corrective action; Supporting staff in setting high expectations and challenging targets. 	<ul style="list-style-type: none"> Relevant 'life experience' e.g. time working in business or industry. Experience of working with/ leading teachers from other schools. Has experience at SLT level Experience of working within a Multi Academy Trust and/or an all-through school (4 -19);
Knowledge and understanding	<ul style="list-style-type: none"> A deep understanding of pedagogy Experience in developing and monitoring a Teaching and Learning Framework Exceptionally confident with IT and understanding of data An understanding of current educational developments and a clear grasp of issues relating to education in general; The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); Statutory National Curriculum requirements at the appropriate key stages; The monitoring, assessment, recording and reporting of pupils' progress; An understanding of leadership and management in schools; A sound understanding of school evaluation including the processes within Ofsted; The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; The positive links necessary within the Trust and with all its stakeholders; 	<ul style="list-style-type: none"> Understanding of Microsoft Teams and Go 4 Schools Practical experience with PowerBi
Skills and Abilities	<ul style="list-style-type: none"> Ability to use innovative, active teaching methods; Ability to use ICT as a learning/admin tool; An ability to work in collaborative partnership with the full range of people associated with the Trust - staff, parents, governors, community, business, and LA; Effective communication skills, written and verbal; Ability to use data effectively to drive school improvement; An ability to work effectively in and support teams; 	

	<ul style="list-style-type: none"> • Good organisational skills; • Ability to work with students with special needs or who are Academically More Able. • Ability to develop resources across the curriculum. 	
Personal Characteristics	<ul style="list-style-type: none"> • An empathy for students from a wide variety of social and cultural backgrounds; • Ability to support and lead the important Christian values of the Trust; • A willingness to work hard with enthusiasm and vision; • An inspiring leader who can demonstrate impact beyond their classroom; • Tact and sensitivity; • Integrity and good judgement; • Confidence, independence and flexibility; • Able to motivate self and others; • Calm under pressure with resilience and self-awareness; • Well-organised. 	