



The Axholme Academy Recruitment pack

Assistant Principal
2023

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Welcome from the Principal



Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Ready and Able to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with

parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh
An 11-16 Academy
NOR: 565

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Recruitment Process Details

Assistant Principal - Ready to Learn

Fantastic opportunity for an experienced and highly effective leader with the energy, drive, enthusiasm and ambition to join a dedicated Senior Leadership Team.

We are delighted to be recruiting for an Assistant Principal to join The Axholme Academy's Senior Leadership Team and play a full part in the management of the Academy, providing proactive support to the Principal / Senior Leadership Team and Governors to ensure that the leadership and management of the academy operates at the most effective level possible.

The successful candidate will be responsible for students' Readiness to Learn and take a lead role in ensuring that the Ready to Learn policy and systems are effective and applied consistently across the academy. They will also be responsible for leading the academy attendance strategy as well as safeguarding and child protection as the Designated Safeguarding Lead.

We teach an ambitious and rigorous curriculum with a clear focus on supporting all students to achieve positive outcomes and go 'Beyond Expectations'. The team is strong, forward thinking and determined to provide an outstanding education for our students.

Applications are invited from strategic thinkers who wish to develop their career within a fast-moving environment and who have:

- A proven record of successful leadership at senior or middle level.
- A clear understanding and the capacity to develop and promote the academy vision.
- The interpersonal skills necessary to inspire others to ensure whole Academy commitment and enthusiasm.
- Effective and creative leadership attributes in order to secure sustainable Academy improvement.

The post is suitable for both experienced senior leaders and those for whom are ready to progress from middle leadership. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently deliver quality leadership and first class teaching across the 11-16 age range.

In return, we can offer a positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but

also those traditionally catered for by different local authorities. This has led to us increasing the number of students on roll year on year which in turn has enabled us to increase the number of staff that we employ thereby further improving the quality of our provision. As such the Academy is now oversubscribed in the majority of year groups.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

The Academy is a founder member of The Northern Lincolnshire Education Consortium Ltd. These links will provide the successful candidates with opportunities for excellent professional development and establish high impact partnerships across the region.

In order to make an application please visit the vacancies section on our website www.theaxholmeacademy.com where you will also find further information about the Academy. Applications should be e-mailed to hr@theaxholmeacademy.com

Visits and informal discussions with the Principal are very welcome; please call or e-mail the Academy to arrange.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

Start Date: January 2024 (Or sooner if possible)

Closing Date: Midday Friday 16th June

Shortlisting: 16th - 19th June

Interviews: 21st & 22nd June

The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

'Every learner is ready and able to go beyond expectations.'

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

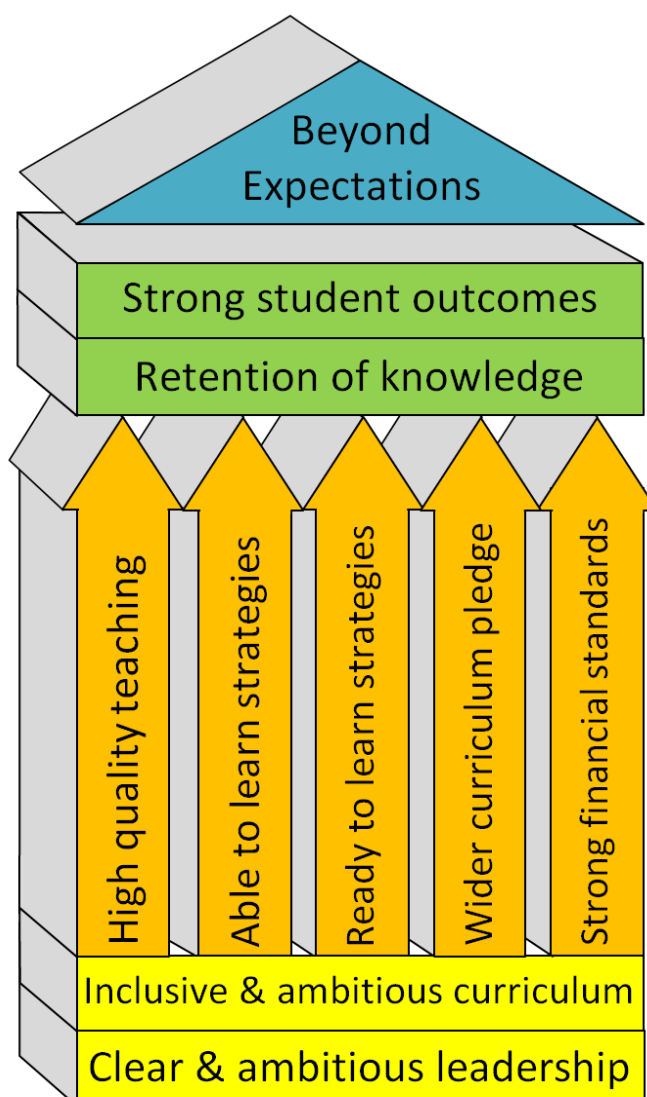
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

Strategic Planning

Improvement Priorities 2022/23

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



Staffing

Senior Leadership Team		
Principal		Damien Keogh
Vice-Principal		Ben Creasy
Assistant Principals		Liane Kinroy Jamie Bennett
Business Leader		Sophie Leggott
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
Mathematics	Dawn Robinson	Gemma Brewer Anna Brown Brett Pendrey Lisa Woodhall
English	Joanne Kilmore	Emma Brameld Joanne Collins Jane Laird Rachel Wharton
Science & ICT	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Annabelle Davies Emma Winter (ICT) Ben Creasy (Computer Science)
Humanities	Natalie Wright	Cheryl Carter (Geography) Richard Thorpe (History) Dan Wayte (Religious Ed)
Creative Arts	Hayley Childs	Fiona Bishop (Music)
MFL	Jo Spencer-Hall	Kristen Patrick Emmelia Garland
Technology	Katie Brennan (Food)	Simon Thompson (Technology) Liane Kinroy (Textiles)

Physical Education	Lee Mason	Emma Winder Leah Underwood Julie Harrison
Transition	Emma Leigh	
Complementary Studies	Bronwen Gwyther	

Pastoral Staff/SEND/Support Staff

DDSL & Student Support Manager	Doreen Millward	Head of Year 7	Emma Leigh
Head of Pastoral Care & KS4	Cheryl Carter	Head of Years 8 & 9	Dan Wayte
Student Support Officer	Beth Westerman-Hughes	Student Support Worker (Reflection Room)	Danielle Shipman
SENDCO	Julie Harrison	HLTA	Louise Payne
Teaching Assistant	Samantha Ackroyd Steph Parkinson Diane Nunns Hayley Coel Alex Finnegan Chloe Godfrey	Cover Supervisor	John Hardy

Administrative and Support Staff

Finance/HR Officer	Amanda Audifferen	Site Supervisor/ DT Technician	Darren Hague
Data Manager	Nicky Sample	Administrative Officer	Ashlee Do Couto
Attendance Officer	Laura Flanagan	Administrative Assistant	Jo McBride
Exams Officer	Stacey Haith	Finance/HR Assistant	Rebecca Crow

Administrative Assistant (SEN)	Janet Kaye	Communications & Events Officer	Anna Lovell
Site Assistant	Mick Rudkin	Network Manager	Alberto Legido
Science Technician	Teresa Turner	Technology Technician	Kerry McVeigh

Teaching and Learning



T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

Curriculum

Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Strengths & Gaps Reports and Reflection Workbooks to ensure that all learners are

Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No formal lesson observations
 - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning

Job Description

The appointment is subject to the current conditions of employment for teachers contained in the Academy Teachers' Pay and Conditions Document, the 1998 Academy Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation. The post holder will report to the Principal and Trustees in the first instance.

Job Title: Assistant Principal - Ready to Learn

Remuneration: L12 - L16

Reporting to: Principal, Trustees

The vacancy is for a full time position

In addition to those professional responsibilities common to all classroom teachers of the Academy, the Assistant Principal will be a member of the Senior Leadership Team and, as such, play a full part in the management of the Academy.

Purpose of Role:

To be responsible for students' Readiness to Learn. This will include overseeing the Ready to Learn system and the key elements which feed into it. To take a lead role in ensuring that the Ready to Learn policy and systems are effective and applied consistently across the academy. Overseeing the internal exclusion provision and the academy detention system, leading the Ready to Learn team to ensure that students are challenged and supported in the right way, supporting staff with teaching and promoting positive behaviours through training, devising robust systems and leading by example. To be responsible for leading the academy attendance strategy as well as safeguarding and child protection as the Designated Safeguarding Lead.

Ensure all staff work according to the academy values to secure the highest possible standards for all our students.

Core Responsibilities

- To embed all aspects of student Readiness to Learn in the Academy and off -site provisions.
- To ensure inclusivity is at the heart of our practices and protocols and suspension rates decrease by exploring all avenues, including managed moves and off-site provision.
- To further embed and evaluate effective Ready to Learn systems, routines and provisions on a whole school basis.
- To lead and contribute to an ethos in the Academy where the student is valued and encouraged to develop educationally, personally and promote independence in students.
- Drive-up educational standards, promote lifelong learning and continually improve outcomes for all.

- To work within the Senior Leadership Team and support staff professional development in the classroom with effective Ready to Learn strategies.
- To ensure full implementation of the Academy's curriculum intent for all students in alternative provision, thereby providing a personalised learning programme for each learner with individual learning targets, in accordance with the academy's policies and procedures.
- To have responsibility for the Vulnerable Student Register (VSR) with the Ready to Learn team with regard to maintaining accurate records and ensuring appropriate and timely interventions are put in place
- Line management of allocated members of the Ready to Learn team and curriculum leaders.
- Line management of the administrative process to ensure that Ready to Learn records and systems are up to date and run smoothly.
- The management of a clear, robust Ready to Learn system at all levels, from the individual student to the whole academy, ensures that rules and protocols are actioned fairly and consistently across the academy.
- To provide reports and useful information for teachers, subject leaders, senior leaders, governors and the Trust as appropriate, using this data to inform teachers practice and lead in the development of new strategies and initiatives, which will in turn improve students' Readiness to Learn.
- To form and liaise with outside partnerships that support our Ready to Learn system, including managed moves and alternative provisions.
- Through training and other forms of communication, further develop the Ready to Learn system so that all teachers and teaching assistants fully understand it and have a range of effective strategies to use when dealing with challenging behaviours.
- To ensure that parents and students understand the Ready to Learn system, so that parents can support students in their behaviours and students are able to know and express what they need to do in order to display better behaviours.
- To update and implement all policies, in collaboration with the Assistant Principal, relating to behaviour, discipline, pastoral and welfare.
- To raise the profile of the academy through regular communications with parents/carers and the wider community.
- To maintain clear lines of communication with governors, keeping them abreast of any developments, which fall under Ready to Learn.
- To work with the Principal and Senior Leadership Team to determine when suspensions are necessary.
- To have a detailed understanding of national inspection frameworks in relation to behaviour and attitudes.
- To analyse trends, patterns and action ways forward to further improve the climate data and culture.
- To work closely with and within SLT to ensure that Ready to Learn data is analysed alongside progress/attainment data.
- To be responsible for writing and delivery of relevant sections of the Academy Improvement Plan and self-evaluation processes.
- To lead the Academy strategy for student Attendance
- To represent the Academy at the Fair Access and Inclusion Panel (FAIP)

- To lead on safeguarding and child protection as the Designated Safeguarding Lead across the academy ensuring policies and procedures are compliant with national guidance
- Taking part in strategy discussions and inter-agency meetings and contributing to the assessment of children as appropriate.
- To advise and support other colleagues on child welfare and protection matters, liaising with relevant agencies such as the Local Authority and Police, where appropriate.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Principal will carry out. The postholder may be required to do other duties appropriate to the level of the role

Employees will be expected to comply with any reasonable request from the Principal/Trustees to undertake work of a similar level that is not specified in this job description. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.

Person Specification

Assistant Principal

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> • QTS • Relevant degree • Evidence of accredited CPD related to leadership • Permitted to work in the UK 	<ul style="list-style-type: none"> • Honours degree 2-1 or 1st • Safeguarding training
Experience and Skills	<ul style="list-style-type: none"> • Experience of Key Stage 3 and 4 curriculum • Up to date subject and assessment knowledge • Having led a team in the development and implementation of a whole school system or initiative whole school level which had a sustained and demonstrable impact on pupil progress • Be a good to outstanding practitioner in the classroom and delivering results, which reflect this 	<ul style="list-style-type: none"> • Effectively undertaken tutor/mentor responsibilities • Evidence of improved student outcomes
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to continuing professional development 	<ul style="list-style-type: none"> • Evidence of recent professional development in Leadership
Specific Knowledge	<ul style="list-style-type: none"> • A teacher with the ability to deliver high quality lessons up to GCSE level • The ability to inspire, engage, challenge and assess young people • Awareness of the importance of safeguarding young people in the school context 	
Key Skills	<ul style="list-style-type: none"> • Excellent classroom practitioner with a real passion for the subject and an ability to communicate that passion. • Strong interpersonal, written and oral communication skills • Good organisational skills • Ability to plan, organise and adapt. • Excellent IT skills • Fantastic communication skills • Genuine passion and belief in the potential of every student • The ability to demonstrate unconditional positive regard towards young people • Commitment to the responsibility for and practices concerned with the safeguarding and promoting the welfare of young people. 	
	<ul style="list-style-type: none"> • Vision, innovation, creativity, optimism • Adaptability and resilience • Dynamism and commitment 	

Personal Attributes	<ul style="list-style-type: none">• Ability to prioritise and plan effectively to raise standards• Enjoy working with children	
Equal Opportunities	<ul style="list-style-type: none">• Commitment to equal opportunities and equal value for students• Must be able to recognise discrimination in its many forms and willing to put the academy's Equality Policies into practice	

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to the Axholme Academy Values and Ethos