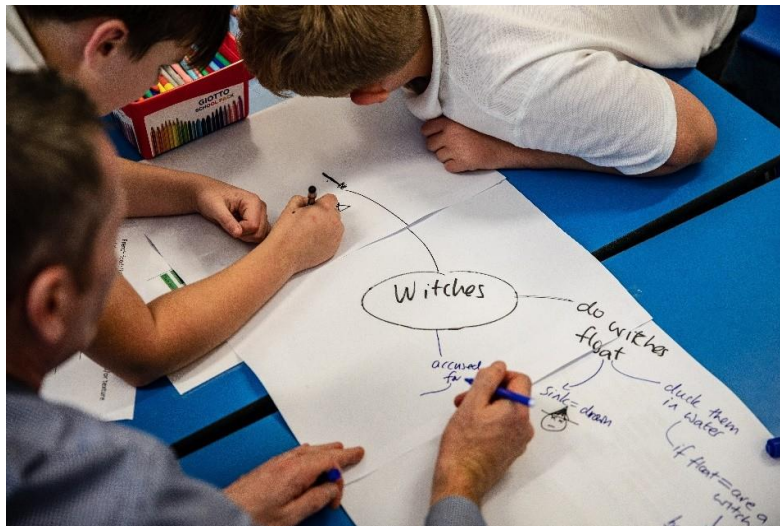




MacIntyre
Academies



Assistant Principal

Venture Academy, Henley-in-Arden, Warwickshire

Recruitment Pack

Recruitment Advertisement

Assistant Principal

Job Title: Assistant Principal
Salary: L8 to L12 £48,808-£53,856
Hours of work: Full Time
Start Date: September 2021

Reference No(s): 000000062
Location: Henley-in-Arden, Warwickshire
Closing Date: 20th May 2021
Interview Date: 25th May 2021

The Role

We are currently recruiting for an enthusiastic and dynamic Assistant Principal to join Venture Academy. This is a newly created role to support our Principal and senior leadership team in delivering the vision of the school and to foster a culture that promotes excellence, equality and high expectations of all students and staff. It is a really exciting opportunity to be part of something very special.

Venture Academy is a small special needs school for pupils aged 9 to 16 with a diagnosis of social, emotional and mental health (SEMH) and/or Autism. Venture academy has incredibly passionate staff who all want the best for our children and young people.

We currently have a senior leadership team of Principal, Deputy Principal and School Business Manager. As Assistant Principal you will join the senior leadership team and be fully involved in the strategic leadership and daily management of the school through a wide-ranging awareness and contact with staff, the students and their families/carers. With a passion for working with students with SEN and their families, you will embrace coaching approaches as essential, be creative and flexible and, as with all staff, be non-judgmental, unconditionally accepting and highly resilient.

As Assistant Principal you will lead on teaching and learning and support the senior leadership team. Our school delivers a highly personalised and holistic curriculum to students with autism and SEMH needs. Each class is supported by a Teacher, HLTA and TA and is focused on preparing children and young people for adulthood. Classes are usually between 4 and 8 students. The Academy is committed to the Professional Development of all; roles can be tailored to allow strengths to be shown as well as areas for development or professional interest to be experienced and understood.

You will have Qualified Teacher Status, experience of working with our cohort of students as well as a proven track record of implementing a person-centred curriculum and driving high standards of teaching and learning.

Benefits in Return

we can offer you a competitive salary, local government pension scheme, an Employee Assistance Programme to support your health and wellbeing and full induction, training and career opportunities. We also offer enhanced maternity, paternity, adoption and shared parental leave schemes (once you have a year's service with us), annual flu vaccinations and a cycle to work scheme alongside our tailored wellbeing offering.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. MacIntyre Academies' Safeguarding Policy can be found on our website and candidates will be asked about this as part of the recruitment process.

Information for Candidates

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form.

Pre-Interview checks /References

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on you suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the schools team. Full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

Equalities

Venture Academy is committed is to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment , the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.



Our Vision and Ethos

We believe all children and young people, regardless of disability or difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. Therefore our aim is to deliver an 'outstanding' school with outstanding outcomes. Our school welcomes the involvement of families, keeping education individualised to each child/young person. Venture Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and positive behaviour support. It will continue to evolve according to local needs.

Venture Academy is delivered in close partnership with Warwickshire County Council and South Warwickshire Academy Trust to establish solid partnerships with all local stakeholders to ensure we provide innovative and child centred education to local children/young people and their families. Many of the children and families may have struggled to access facilities and services successfully due to the complex needs of their children or other factors and it is anticipated that Venture Academy will extend the breadth of appropriate local services. By understanding and responding to the current and future requirements of local young people, our aim is that the academy will be a center of excellence within Warwickshire, with a national reputation.

The main aims of the Academy are to:

- Improve outcomes and life chances for children and young people;
- Raise aspirations of both students and staff aspirations for their students;
- Support children back into mainstream schools where appropriate;
- Ensure better transitions, destinations and opportunities after school;
- Accelerate progress in literacy, numeracy as well as a broad and balanced curriculum;
- Operate a school which is environmentally sustainable and financially secure;
- Strengthen community cohesion by being a keystone within the local community;

With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is motivational and will make connections. Learning is practical, will feel 'real' and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Venture Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, are trained to support children to develop positive behaviours and

Assistant Principal Job Description

Reporting to

Principal of MacIntyre Academy

Purpose:

- To deputise and undertake overall responsibility for the school in the absence of the Principal and Deputy Principal on any other occasions which are deemed necessary.
- To further the aims of the school and support the Principal and Deputy Principal in ensuring the vision of the school is communicated and clarified and to foster a culture that promotes excellence, equality and high expectations of all students and staff.
- To share with the Principal and Deputy Principal a responsibility for providing quality assurance in all the school's activities.
- To provide for the Principal an overview of major school issues through a wide-ranging awareness and contact with staff, the students and their families/carers.
- To contribute to the overall leadership and management of MacIntyre Academy with specific responsibilities identified regarding the quality of Education in the school.
- To drive improvements in the breadth and quality of the academic curriculum.
- To assist the Principal in promoting awareness and observation of the Health and Safety Guidelines of MacIntyre Academies Trust and of Warwickshire County Council.

Key Responsibilities:

Strategic Direction and Development of the Academy:

1. To work with the Principal and other members of the leadership team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
2. To contribute to the formulation of overall aims and objectives for the academy and relevant policies requiring implementation.
3. To contribute to the creation of an ethos and provide the educational vision and direction which enables effective teaching and support, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.
4. With the school leadership team, support the Principal in the evaluation, development and implementation of the School Improvement Plan.
5. To assist the Principal in identifying school needs by a process of school self-evaluation, as agreed by the governing body and MacIntyre Academies Trust. To assist in the monitoring and review of the SEF year round
6. To develop a clear knowledge of the administrative and financial matters related to the Academy and to work with the Principal, Deputy Principal and school business & financial manager in monitoring and managing the Academy budget.
7. To support the Principal in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.
8. To ensure high standards of quality in the delivery of teaching and learning, focusing on attainment, progress of teaching and learning, and achievement of person-centred learning outcomes for students informed by EHCP plans and multidisciplinary meetings
9. To provide appropriate leadership in order to ensure all staff are committed to and involved in the achievement of objectives securing the success of the academy.

Leading Learning and Teaching:

1. To work with the Principal and Deputy Principal to ensure that an engaging and person-centred curriculum is developed, and the delivery of the curriculum is translated into effective teaching, learning and assessment practice.
2. In consultation with the Principal to secure and sustain effective teaching and learning throughout the Academy and monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.
3. To monitor, evaluate and review practice and promote improvement strategies to ensure that under-performance is challenged at all levels and appropriate changes to practice are implemented.
4. With the Deputy Principal, ensure that we offer a holistic curriculum that meets the needs of our pupils now and for the future

Leading and Developing People:

1. To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters.
2. Promote a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities.
3. To ensure that performance reviews are undertaken in a timely manner and that target setting is of a high standard, relevant and plays a key role in securing continuous improvement.
4. To share with the Principal the responsibility for supporting and promoting the wellbeing of all staff.
5. To support staff working with students whose behaviour may be challenging through incident debriefing, monitoring of the school behaviour policy and procedures in this regard and exploring where changes to teaching and learning can increase engagement and decrease demand avoidance
6. To ensure that appropriate support systems are in place for NQTs in the future
7. To co-ordinate cover for absent classroom staff in partnership with the Deputy Principal and the school administrative officer.
8. To carry out return to work interviews following staff absence in the teaching team.
9. To assist the Principal in the deployment of staff.

Supporting Children, Young People and their families:

1. To have responsibility with the Principal and Deputy Principal for the discipline, behaviour support and welfare of all students.
2. To share with the Principal and Safeguarding Team responsibility for Child Protection work.
3. To work with school leadership team in ensuring that the needs of individuals are considered at all stages of planning in school.
4. To work with the school administrative team in monitoring attendance.
5. To support students and their families by ensuring that the needs and priorities for individuals are widely disseminated.
6. To share with the Principal responsibility for providing guidance, advice, counselling and support to parents and carers of students in the school.

Accountability:

1. To work collaboratively with the academy's Principal in order to provide accurate and timely reports, objective, advice and support, enabling the academy to meet its responsibilities.
2. To promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. To ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation.
4. To work with the leadership team and office manager to plan the EHCP review schedule and ensure meetings are well planned for and meet statutory duties
5. To ensure that schedules for CPD opportunities related to Teaching and learning are in place and well planned and resourced
6. To undertake systematic review of performance of individuals and to coach and support them to improve where necessary

Strengthening Community:

1. To work in partnership with parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
2. To promote a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and support students to become successful citizens.
3. To work in liaison with all relevant agencies in order to adequately safeguard and protect the students.
4. To contribute to the development of the education system, for example, sharing effective practice.
5. With the Principal work in partnership with other schools / agencies, promoting innovative initiatives.

Additional Duties:

- To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.

- To bring to the attention of a the principal any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

Training Required or Provided:

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting
- GDPR – Data protection Essentials 2019
- GDPR – Information & Security
- KCSIE
- KCSIE annual update
- Health & safety Essentials & Basics
- Equality & Diversity
- Fire Awareness in Education
- Mental Health Awareness
- Stress Awareness
- Slips, Trips & Falls
- Display Screen Equipment
- Risk Assessment
- Manual Handling
- Conflict resolution
- Team Teach
- Infection prevention and Control
- Administering Medication
- School Trips for organisers
- Risk Assessments
- H&S for managers and supervisors
- Food Safety & Hygiene
- DSL
- Safer Recruitment
- Appointing Officer
- Autism Awareness
- Positive Behaviour Support

Additionally as a leadership role we will consider leadership qualifications once the probation period has been concluded successfully.

Assistant Principal Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Qualified Teacher Status • Graduate or equivalent • Demonstrable commitment to own continued professional development • Experience of working with children with autism and/or social, emotional and mental health difficulties • Proven track record of implementing the national curriculum across key stages • Experience of undertaking academic assessments within all or several key stages • Experience of developing and implementing curriculum developments and meeting statutory expectations in this regard • Knowledge of working to external accredited qualifications including GCSEs and vocational qualifications • Demonstrable experience of excellent communication and interpersonal skills • Good ICT skills • Evidence of the ability to monitor, evaluate and review the impact of policies and targets • Excellent classroom practitioner. • Proven ability in the implementation of strategies for increasing achievement, including the use of data and benchmarks to monitor progress in learning • Demonstrable knowledge of methods of enhancing social and personal development • Managing and leading staff teams directly and/or indirectly 	<ul style="list-style-type: none"> • Post graduate SEN qualification • Experience of working with multidisciplinary teams • Experience of IT assessment packages • Additional training in positive behaviour support
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • Confidence and skills to lead a successful team • Excellent communication and facilitation skills with all stakeholders • Excellent personal resilience and the ability to manage change both in the moment and longer term • A passion for working with students with SEN and their families • Ability to work flexibly to meet the needs of the academy • Ability to work with the Principal and SLT to motivate and work with others to create a shared culture and positive climate • High level of resilience and determination • Non-judgemental, tolerant and creative • Commitment to and a genuine interest in the pastoral welfare of the school community • Calm and organised approach to work under pressure and the ability to inspire confidence in others • Being a role model for our core principal of continuous positive regard for all • Ability to plan and prioritise workload in order to meet deadlines • Adopt a reflective approach to work 	

MacIntyre Academies Trust
Senior Leadership Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
Providing Strong Leadership	<p>Is able to inspire and lead others to achieve success:</p> <ul style="list-style-type: none"> Has utmost integrity and leads by example Develops and implements strategies that deliver success Recognised as a leader and role model across the organisation Analyses and interprets complex information & prioritises with confidence 	<ul style="list-style-type: none"> Acts with conviction Is self-aware Communicates well in different forums and environments Makes and takes responsibility for decisions Actively listens, and is a fluid thinker Takes blame and gives credit Provides clear direction, setting and sharing clear objectives and goals Easily takes on new information Is honest, owns up to mistakes, doesn't hide them Walks the walk People want to be led by them Has empathy, humility and kindness 	<ul style="list-style-type: none"> Appears to lack confidence Creates confusion about the direction taken Relies on others to make important decisions Has communication issues Is unclear about setting expectations Slow to respond Lacks clarity and integrity Rationalises unethical behaviour or underperformance Does not understand 'service before self' Do not have the trust, confidence or loyalty of their team Does not appear to care, or they have misplaced/ misguided affection
Being Accountable	<p>Is responsible for decisions made, actions taken and the standard of work completed:</p> <ul style="list-style-type: none"> Participates in the systematic and rigorous self-evaluation of the work of the School Collects and uses a rich set of data to understand the strengths and weaknesses of the School Contributes in combining the outcomes of regular School self-evaluation with external evaluations in order to develop the provision 	<ul style="list-style-type: none"> Celebrates/shares in the success of their team and takes responsibility for their failures? Gives credit to colleagues for work well done Takes responsibility for the overall wellbeing and performance of projects Answer to their superiors and their team, as well as external stakeholders 	<ul style="list-style-type: none"> Blame others and do not accept responsibility Takes credit for the achievements of others Is not answerable to others; superiors, their team or external stakeholders
Achieving Strategic Direction and School Development	<p>Creates a culture of ambition and continuous Improvement, with a focus on solutions:</p> <ul style="list-style-type: none"> Demonstrates the values and vision of the school Thinks strategically, contributing to the build and communication of a coherent, clear and achievable vision in 	<ul style="list-style-type: none"> Is relentless in their pursuit of focus Focuses on change and innovation and pulling the future forward Creates sustainable value 	<ul style="list-style-type: none"> Lacks vision Does not inspire teams Cannot motivate performance Cannot prioritise and/or fails to reassess priorities

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<p>a range of compelling ways</p> <ul style="list-style-type: none"> Meets the expectation of their role in the leadership team; to inspire, challenge, motivate and empower others to carry the school's vision forward Works as part of the senior leadership team and wider Trust to ensure that intentions are aligned Is prepared to challenge and take a calculated risk in pursuit of positive and worthwhile change Organises and prioritises own work and the work of others, including managing key projects 	<ul style="list-style-type: none"> Has an outward perspective on innovation Has the courage to challenge the status quo, seek new opportunities, make tough decisions, remain true to their core values, not allowing failure to dampen the spirits Has the conviction to do the right thing Weights up costs and benefits impartially Thinks laterally and creatively to resolve problems Works with others to bring strength to projects Develops the school from within 	<p>in the light of change</p> <ul style="list-style-type: none"> Is not disciplined and often spread themselves too thin Is more concerned with survival than growth and want to build a static business Does not challenge Wants to appear to do things right rather than do the right thing Sticks rigidly to procedures even when inappropriate
Quality Improvement and Compliance	<p>Is evaluative and able to set and achieve high standards for themselves and others:</p> <ul style="list-style-type: none"> Leads/delivers creative, progressive provision, personalised solutions successfully to young people Sees opportunities for improvement Holds direct reports appropriately to account for the quality of their provision and effectiveness Updates knowledge on policy and practice for quality and compliance, implementing best practice 	<ul style="list-style-type: none"> Creates a collective ambition for school improvement (sense of urgency) Is aware of what they do not know Wants to learn from others, has an insatiable curiosity and enquiring mind Is restless, identifying problems, asking 'so what?', coming up with solutions Can be fluid and flex their approach, being creative and doing things differently Recognises the need and adapt their methods dependent on the situation Takes initiative Speaks out for a course of action even if it is unpopular Tightens to be good, then loosens to be outstanding 	<ul style="list-style-type: none"> Fails to deliver to an agreed level Is dismissive of others' perspectives Doesn't know what they don't know Is inflexible about own system and way of doing things Only has one way; inflexible Uses well proven or familiar approaches without adapting, improving or refining Is hesitant and indecisive Makes or accepts excuses Lacks curiosity about some or all areas of their school, policy or practice
Leading Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<p>Is ambitious, has consistent and high expectations of staff and pupils:</p> <ul style="list-style-type: none"> Demonstrates personal enthusiasm for and commitment to the learning process Demonstrates the principles and practice of effective learning and teaching Accesses, analyses and 	<ul style="list-style-type: none"> Creates a whole school culture of excellence Overcomes disadvantage as a barrier to achievement Is highly inclusive Promotes rich opportunities for learning both within and out of the classroom Cultivates a range of 	<ul style="list-style-type: none"> Does not differentiate Is not creative and always uses familiar methods Does not reflect or plan improvements Works in isolation Does not celebrate pupils success

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<p>interprets information</p> <ul style="list-style-type: none"> Initiates and supports research and debate about effective learning and teaching and develop relevant strategies for performance management Is expert at assessment and the tracking of pupil progress, with appropriate support and intervention based upon a detailed knowledge of individual pupils 	<p>partnerships particularly with parents, business and the community to support pupil learning and progress</p> <ul style="list-style-type: none"> Is robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement 	<ul style="list-style-type: none"> Pupils are not given feedback or challenged Pupils do not succeed Does not track data
Working with Others	<ul style="list-style-type: none"> Demonstrate a commitment to own and others' professional development Fosters an open, fair, equitable culture and manage conflicts effectively Develops, empowers and sustains individuals and teams Collaborate and network with others within and beyond the School Challenge, influence and motivate others to achieve high goals Accept support from others including colleagues, Governors and the LA, the DfE, etc. 	<ul style="list-style-type: none"> Are very careful who they employ Treats others with respect Develops culture by design not default Asks clarifying questions Maintains high standards and expectations Shows and promotes positive behaviours Discourages and challenges negative behaviours Give and receive effective feedback and act to improve personal performance Manages emotions to minimise negative impact on others Achieves positive feedback from own staff team, peers, senior colleagues and external stakeholders 	<ul style="list-style-type: none"> Is careless with recruitment Is rude or disrespectful Allows a culture of evolve without intervention or leadership Has low or inconsistent standards Rationalises or justifies poor behaviour Teams have talent and initiative but still fail Work in isolation Does not give feedback or celebrate success Gives importance to own feelings but not those of others Takes stress out on others; loses patience or temper Receives poor feedback
Commitment to the School Community	<p>Gains the engagement and commitment of external stakeholders including parents, commissioners and partners:</p> <ul style="list-style-type: none"> Engages in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities Sells a range of services to existing and new clients 	<ul style="list-style-type: none"> Makes a good first impression, is approachable and quickly gains rapport with people Observes personal impact in interactions and adapts behaviour accordingly Is a confident and engaging 	<ul style="list-style-type: none"> Sets up barriers to building trust Has low levels of curiosity, openness and interest in the possibility of learning from others Appears arrogant or

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<ul style="list-style-type: none"> Recognises and takes account of the richness and diversity of the School's communities Listens to, reflects and acts on community feedback Builds and maintain effective relationships with parents, carers, partners and the community, establishing a strong network of contacts that enhance the outcomes for all students and staff 	<p>communicator</p> <ul style="list-style-type: none"> Is open and honest in interactions Challenges others with respect Is self-aware and socially confident Focuses on the customer experience, which leads to loyalty Effectively influences a wide range of audiences and outcomes of discussions 	<p>dismissive</p> <ul style="list-style-type: none"> Unable to develop strong win/win outcomes Does not identify relevant stakeholders Ignores or mistreats customers Does not invite or respond to feedback
Managing Teams Effectively	<p>Is able to get the best out of others and can influence and guide others within their team to achieve high performance:</p> <ul style="list-style-type: none"> Delegates effectively Values diversity and uses it to enrich decision making Demonstrates a commitment to staff development Regarded highly as a coach and mentor 	<ul style="list-style-type: none"> Support effective professional development of all staff Actively encourages, providing helpful, specific feedback to others Recognises and reinforces people's development efforts and improvements Expresses confidence in others' ability to be successful Is approachable Listens to the opinions of others Celebrates success Invest in those who they lead, they support, coach and mentor to build their team Recognises potential but rewards performance 	<ul style="list-style-type: none"> Does not invest in staff development Relies on status to influence others Fails to provide specific feedback Uses the same approach with everyone Adds little or no value to the team during their interactions Difficulty engaging with others Puts own priorities ahead of the team Are not invested in their teams, so their teams are not effective Rewards underperforming people
Maintaining Commercial Disciplines	<p>Manages successfully the delivery of a significant business area:</p> <ul style="list-style-type: none"> Is focussed on achieving results and meeting targets. Sound financial and resource management skills Plans and organises work so that business issues are responded to effectively 	<ul style="list-style-type: none"> Gathers information to identify causes and solutions Breaks down large pieces of work into manageable parts Ability to organise and prioritise Shares information, advice and suggestions to help others to be more successful Manages resources effectively 	<ul style="list-style-type: none"> Takes action without thinking of the full range of outcomes Over-analyses and gets stuck in the detail Fails to prioritise Loses sight of the targets/objectives Acts alone and is reluctant to let others achieve Unable to manage resources
Appetite for Personal Development	<p>Is committed to achieving high standards for their own self-development:</p> <ul style="list-style-type: none"> Is able to reflect on self-development needs from a business and personal perspective and address them. 	<ul style="list-style-type: none"> Strives towards targets Demonstrates critical self-reflection and judgement Asks for feedback Is positive and enthusiastic about their job Monitors tasks for accomplishment & quality 	<ul style="list-style-type: none"> Stops or is put off by obstacles Questions or doubts own ability Seeks excuses rather than solutions Fails to meet deadlines Fails to acknowledge the

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<ul style="list-style-type: none"> • Demonstrates self-belief and personal integrity, with a commitment to openness and inclusiveness • Is committed to self-development and planning a clear course of action for their own future direction. • Has self-awareness and understands own emotions, strengths and limitations 	<ul style="list-style-type: none"> • Meets agreed development action plans as agreed with line manager. • Seeks new responsibilities • Has a good track record 	<ul style="list-style-type: none"> • feedback of others • Does not volunteer for new challenges and avoids unfamiliar tasks • Persistently underperforms, fails to meet targets and deadlines

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. MacIntyre Academies' Safeguarding Policy can be found on our website and candidates will be asked about this as part of the recruitment process.

MacIntyre Academies is an equal opportunities employer. Our policy on the Recruitment of Ex-Offenders is available to applicants on request and is also available on our website under 'Work for Us.'



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