



Assistant
Principal

INFORMATION FOR CANDIDATES

venturersacademy.org

Assistant Principal

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Full time, Permanent

Leadership Scale 6 - 10 (£47,733 - £52,721) per annum + Health Cash Plan and Benefits package.

Applications are invited from high quality candidates to join an exciting and committed team at Venturers' Academy.

We are seeking an inspirational teacher who is committed to raising the attainment and aspirations of our students.

Candidates for this post should be:

- inspiring and able to motivate and challenge students to make rapid progress
- able to establish strong relationships and have excellent interpersonal skills
- bold, optimistic and tenacious in setting and achieving high standards

In return we can offer you:

- A genuine opportunity to make a difference where it is needed
- Well-resourced classrooms, necessary IT equipment and structured administrative support
- A fantastic community of children, parents and carers who deserve the best
- To join a wonderful team and have every opportunity to further your professional development and career with an excellent benefit package including Wellbeing Health Cash Plan, Retail Discounts, ICT Loans, Professional Induction Incentive plus others.

If you are hardworking, reflective, resilient, and looking to further develop your talents and skills at Venturers' Academy then we would love to receive an application from you.

Closing Date for Applications: Tuesday 20th April 2021 at 9:00.

Interviews: 27th and 28th April 2021

Venturers' Academy is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.



Venturers Trust and our Sponsors



Venturers Trust is a dynamic and focused multi-academy trust based in Bristol, formed in September 2017 through the merger of CGS Trust and Merchants' Academy Trust. The Trust is responsible for eight academies, 3,500 pupils and 800 staff with a commitment to making a significant and lifelong difference to the lives of young people from some of Bristol's most disadvantaged communities.

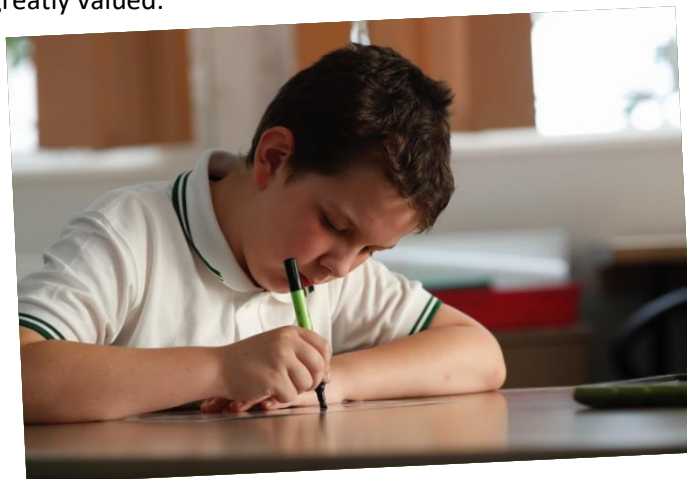
The Trust is currently made up of five primary schools: Bannerman Road Community Academy, Barton Hill Academy, Fairlawn Primary School, The Dolphin School and The Kingfisher School; the all-age Merchants' Academy; Colston's Girls' School for girls aged 11-16, located alongside its sixth form, V6, for girls and boys; and Venturers' Academy, the first state-funded school in Bristol for students aged 4-16 diagnosed with Autism and with an EHCP. Our academies are happy, vibrant and exciting places to learn and work and are led by a team of talented, morally driven and committed Principals.

The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers (SMV) is a philanthropic organisation that works with and supports people and communities from the wider Bristol area through education, care for older people, charitable giving and social enterprise. In education, SMV's simple but highly ambitious vision is to transform the life-chances of students from the richly diverse set of schools within Venturers Trust, both during their educational journey and beyond. The Society's expertise in education spans more than four centuries and today, the commitment is practical as well as financial, with many of its members taking active roles in the governance of Venturers Trust and the wide range of schools within the Trust. SMV firmly believes there is nothing more important to the health of our communities than outstanding education and training in life skills for young people.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is actively involved in the governance of our schools. The university offers support in areas such as curriculum development, subject expertise, higher degree and research opportunities for staff at Venturers Trust. It also offers student mentoring and an innovative and inclusive programme for students as part of the university's commitment to widening participation and access to higher education. These activities include extensive support and opportunities for our Sixth Forms including scholarships, preferential offers of grades to gain a place, with the additional possibility of bursaries to support undergraduate degree studies.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their hands-on support, challenge and expertise are greatly valued.





Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits *(for all staff on Venturers Trust contracts and working over 10 contractual hours per week)* include:

WELLBEING HEALTH CASH PLAN - A Valuable Health Cash Plan that provides cover for routine healthcare such as dental checkups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

EMPLOYEE ASSISTANCE PROGRAMME - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

TRAINING AND DEVELOPMENT - First class training and development opportunities are provided within the Trust

PROFESSIONAL DEVELOPMENT - 10 Professional Learning days per year

FREE LUNCHES - A free lunch is provided every day to any member of staff who performs lunchtime duty

BICYCLE PURCHASE LOANS - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

ICT LOANS - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

RETAIL DISCOUNTS – An extensive range of free goods/services and discounts available to staff

PROFESSIONAL INTRODUCTION INCENTIVE - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

Further details of our employee benefits can be found on the Academy website.



At Venturers' Academy we ensure students are challenged to use a range of social skills in different contexts, for example working as a team through the Forest School experience, visiting places with historical significance and showing a deep respect, tolerance and understanding of the culture and beliefs of others.

The literacy and numeracy curriculum are delivered in the mornings which is further supported by subject learning assessed through the SEND toolkit on Classroom Monitor, White Rose Mathematics, Read Write Inc, and the Curiosity Curriculum.

'Flexible Friday' involves exciting, experiential learning experiences complimented by a whole school Praise Assembly linked to our reward system. There are 6 lessons in each day.

Therapeutic interventions compliment targeted academic interventions and a highly personalised approach to learning. We have embedded a well-managed differentiated (three levels of service) integrated working approach to therapy provision directed at maximising preparation for learning and learning activity. Mental Health and Wellbeing of all stakeholders is central to our mission.

Currently there are 3 sites – Venturers' Academy, Withywood Road, Venturers' Academy Hareclive Road and Venturers' Academy, St. Anne's Park.



Living in Bristol

Venturers' Academy is on the southern fringe of Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering and is also home to many of the newer financial services, creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks, squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.



Job Description

Post: Assistant Principal – Inclusion Lead

Responsible to: Head of School

Responsible for: Teachers, Teaching Assistants, Therapy and Pastoral Team at Venturers' Academy.

Purpose: To support and promote an inclusive culture throughout the academy, enabling all children to achieve their best, overcoming barriers to learning and participation. The Assistant Principal – Inclusion Lead holds a very important strategic role in the senior leadership team of the Academy. It entails co-ordinating appropriate provision for children with special needs and liaising with colleagues, parents/carers and outside agencies.

Duties and responsibilities:

The Assistant Principal – Inclusion Lead will be directly supported by inclusion, pastoral and therapy teams. This leadership role will not carry any teaching timetable.

The internal organisation, management and control of the Academy

- Work with the Sponsors and Governors to implement the vision and values of each Academy
- Work within the Academy community to translate the vision and ethos into agreed objectives and operational plans that will promote and sustain Academy improvement
- Contribute to the leadership of each Academy
- Take a leading role in promoting excellence, equality, high expectations and aspirations amongst all members of the Academy community
- Share responsibility as DDSL fulfilling obligations as detailed in Appendix 1.
- Provide professional leadership and management for all aspects of each Academy
- Take a leading role in creating a safe learning environment which is engaging and fulfilling for all students
- Undertake Strategic Planning which will aid the production of the Academy Improvement Plans
- Develop and lead on aspects of the Academy Improvement Plans

Pastoral/Inclusion

To contribute to:

- The development, organisation and implementation of the Academy's pastoral/inclusion curriculum, Academy policies on curriculum, teaching and learning styles, assessment, recording and reporting
- Ensuring that the learning and teaching provided by different departments and teaching teams form a coordinated, coherent curriculum entitlement for individuals
- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils and to inform parents
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
- The promotion of extra-curricular activities in accordance with the educational aims and Academy's ethos
- To work with all staff and external agencies to ensure to drive high standards of pupil behaviour and meeting emotional needs
- To oversee the provision of in-depth therapeutic programmes which change behaviour and ensure that students can engage in learning with reduced or limited withdrawal.

Pupil care

To contribute to:

- The development, organisation and implementation of each Academy policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and policies of the Trust
- The effective induction of pupils
- The determination of appropriate pupil groupings
- Improving pupil attendance
- The promotion of positive interaction and the encouragement of kindness

The Leadership of staff

- To participate in the selection and deployment of teaching and non-teaching staff
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers and volunteers
- To contribute to staff development policies and practices appropriate to each Academy in relation to:
 - The induction of new and newly qualified teachers and other staff such as volunteers
 - The provision of professional advice and support and the identification of training needs
 - Students under training/work experience
- To demonstrate effective leadership, representation and liaison both within the Academy and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.
- To keep up to date with national and local educational strategies and developments and communicate these to staff where and when relevant

The management of resources

- To contribute to the formulation of each Academy's policies and procedures concerning resource management in accordance with the Trust's vision
- To allocate, control and account for those financial and material resources of the Academy which are delegated by the Head of School in line with budget
- To promote an attractive environment which stimulates learning, enhances the appearance of the Academy and expresses its identity
- To contribute to arrangements for the security and effective supervision of the Academy buildings, their contents and grounds, including aspects of health and safety
- To maintain effective working relationships with external agencies and services contracted to the Academy and the Trust

Specific responsibilities:

- Support staff in understanding the learning needs of children with specific needs and the importance of raising their achievement; disseminating the most effective teaching approaches
- Understand, demonstrate the characteristics of high-quality teaching as well as strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils
- Liaise with other co-ordinators to ensure that appropriate provision is made for children across all areas of the curriculum.
- Maintain a register of children with specific needs identifying provision being made.
- Provide guidance and assist teachers in identifying children with learning, medical or emotional difficulties and children with English as an additional language
- Advise and co-ordinate detailed assessments and case studies as necessary
- Advise and assist class teachers and other members of staff in planning individual or group programmes for children who require extra provision

- Ensure that appropriate methods of assessing and recording children's needs and progress are introduced and maintained.
- Liaise with other agencies including the Multi-Disciplinary Team, educational psychologist, Academy health service, social services, speech therapists, E.W.O.
- Organise and chair inter agency meetings to discuss the needs and progress of identified children as required
- Support teachers to organise and chair review meetings for parents to discuss progress of individual children
- Assist the Head of School in keeping parents and Governors informed about provision for identified groups
- Manage, support and monitor (including performance appraisal) the work of the direct reports as agreed with the Head of School
- Organise professional development opportunities for staff and be able to deliver staff training throughout the Academy (and throughout the Trust)
- Co-ordinate and support the planning for the teaching and support of identified children
- Monitor teaching and learning of pupils who have been identified as requiring specific support.
- Ensure inclusive practice and equality of opportunity for all

Teacher responsibilities

- To carry out the duties of a teacher as set out in the current Teachers' Standards
- To carry out the duties of a teacher as detailed in the teacher job description, including the provision of cover for absent teachers

Organisation:

- Promoting and safeguarding the welfare of children and young people within the Academy
- To ensure all personal data is processed in line with General Data Protection Regulation
- Comply with and assist the development of policies and procedures relating to all Academy and Trust policies including Child Protection, Health and Safety, confidentiality and Data Protection, freedom of information and reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the development and implementation of the overall ethos/work/aims of the Academy
- Develop positive relationships and communicate with pupils/parents/colleagues/agencies/professionals

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

Appendix 1

Deputy Designated Safeguarding Lead Job Description

Overview: The Deputy Designated Safeguarding Lead will undertake responsibility for safeguarding and child protection within the Academy.

Whilst the activities of the DSL can be delegated to the DDSL, ultimate responsibility for safeguarding and child protection remains with the DSL.

The broad areas of responsibility for the DDSL are:

Managing referrals to other agencies including: the local authority children's social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.

Work with others to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) as required.

Undertake Training to ensure they (and any deputies) are provided with the knowledge and skills required to carry out the role, updated at least every 2 years.

Raise Awareness to ensure the Academy safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the Academy.

Manage safeguarding information through the collection, monitoring, reviewing, safe storage and timely transfer of safeguarding and child protection files in line with Bristol Safeguarding Children's Board guidance.

Availability of the DSL (or a deputy) during term time and Academy hours needs to be ensured for staff in the Academy to discuss any safeguarding concerns.

More specific areas of responsibility for the DSL and DDSL are:

- Ensure the 'Safeguarding and Child Protection' policy, procedures, linked policies and Culture of Vigilance are known, understood and used appropriately
- Work with the Trust Safeguarding Lead to ensure the 'Safeguarding and Child Protection' policy is reviewed annually (as a minimum), is ratified by the governing body and the procedures and implementation are updated and reviewed regularly
- Ensure that the designated safeguarding governor is regularly updated regarding matters of safeguarding as appropriate
- Ensure each member of staff (especially new and part time staff) has access to and has read/understood the 'Safeguarding and Child Protection' policy, 'Keeping Children Safe in Education: Part 1 (2020)' and the 'Code of Conduct' for staff
- Ensure the 'Safeguarding and Child Protection' policy is available publicly (via the Academy website) and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Ensure students are aware of where to go for support or to disclose abuse
- Complete DSL training every two years with an appropriate update annually, as a minimum
- Provide/support appropriate staff safeguarding training annually (as a minimum) to ensure all staff have the knowledge and understanding to implement safeguarding procedures
- Inform relevant professionals following any allegation of abuse relating to a member of staff within the Academy or Trust.
- Ensure staff know how to act upon safeguarding concerns and disclosures
- Act as a source of support, advice and expertise for staff in relation to safeguarding and ensure staff understand the role of DSL/DDSL.
- Refer cases of suspected abuse to Bristol Social Care (First Response) as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases of Female Genital Mutilation (FGM) to the police
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Support staff who make referrals as appropriate
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with Bristol Social Care (First Response) regarding child protection concerns
- Coordinate representation at child protection conferences and submission of reports at child protection conferences
- Be alert to the specific needs of children with child protection plans (CP), children in need (CIN), those with special educational needs and disabilities (SEND) and children looked after (CLA)
- Are able to keep detailed, accurate, secure records of concerns/referrals/actions

- Understand and support staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Link with Bristol Safeguarding Children's Board (BSCB) to make sure staff are aware of training opportunities and the latest local safeguarding policies
- Ensure child protection records/information are provided to Social Care, the Police and the accepting school of a student coming off roll, in accordance with information sharing protocols

A more detailed description of the role of the DSL is explained in Keeping Children Safe in Education – Annex B.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualifications	Good Honours Graduate with QTS or as required by the DfE	Higher degree NPQSL Level 3 safeguarding training
Experience	Working with SEND pupils Excellent classroom teacher with a proven commitment to enhancing the quality of children's learning Experience of monitoring teaching and learning Experience using data to raise standards and achievement for all pupils	Experience working in schools serving communities of deprivation or disadvantage Successful financial management of school budgets
Skills	Skills set as outlined in the Teachers' Standards Has a presence within and beyond the classroom which inspires confidence in children and adults Ability to communicate clearly and effectively, verbally and in writing, to a range of individuals, groups and larger audiences	
Professional Learning	Commitment to continuing personal and professional learning development	Evidence of Professional Learning relevant to the role
Leadership Skills and Values	Ability to motivate and lead a team with sensitivity and energy Commitment to the pursuit of excellence in educational standards	Evidence of high level co-curricular activities Ability to foster links with local community and with other schools, locally, nationally and internationally Ability lead staff meetings or training sessions

	<p>Ability to communicate effectively with colleagues, students, parents and external agencies</p> <p>Ability to tackle difficult issues tactfully and sensitively for a positive resolution</p> <p>Confident managing and positively communicating change</p> <p>Experience of successful leadership of a core area of the Academy</p> <p>Knowledge and experience of leading areas of Academy Improvement Planning and curriculum planning</p> <p>Experience of line managing staff</p>	
Knowledge & Understanding	<p>Demonstrate good subject and curriculum knowledge including the national curriculum</p> <p>Know how to secure outstanding progress and outcomes by students adapting teaching as needed</p> <p>Experience using data to raise standards and achievement for all pupils</p>	Possess a good understanding of multi-ethnic schools, including a diverse range of cultural and religious traditions
Student Involvement	<p>Commitment to student involvement</p> <p>Personal commitment to listen to student voice</p> <p>Focus on individual student's needs and development of independent learning</p> <p>High expectations of students</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>Experience and knowledge of managing challenging behaviour of pupils and staff</p>	
Personal Attributes	<p>Flexibility to cope with diverse needs of the post</p> <p>Ability to work flexibly as part of a team</p> <p>Resilience to work under pressure</p> <p>Positive, tenacious and optimistic</p> <p>Ability to quickly establish positive relationships with students, staff and parents</p>	Initiative and ability to create new processes and practices to raise standards

Venturers Academy is part of Venturers Trust and are committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.



HOW TO APPLY

Closing Date for Applications: Tuesday 20th April 2021 at 9:00.

Interviews: 27th and 28th April 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 at venturerstrust.org and should be returned electronically along with the Equality Monitoring Form by following the instructions at the **Work With Us** section of the Academy's website.

Please note due to the expected volumes of applications it may not be possible to acknowledge or respond to all applicants.

SAFER RECRUITMENT IN EDUCATION

Venturers 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.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and 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).

Shortlisting and Reference Requests

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

- 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
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, 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

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.

