



Bannerman Road **COMMUNITY ACADEMY**

Assistant Vice Principal



INFORMATION FOR CANDIDATES

bannermanroadbristol.org



**Bannerman Road
COMMUNITY
ACADEMY**

Assistant Vice Principal

Permanent, full-time to start September 2022

Leadership L6 – L10 (£47,733 - £52,721) per annum + Health Cash Plan and Benefits package

We are looking to appoint a committed and successful teacher to our leadership team to support with rapid improvement across our vibrant and caring school.

We welcome applications from teaching professionals who:

- Exhibit exceptional leadership qualities with high expectations of what can be achieved by both students and staff members
- Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards
- Develop, motivate and lead all staff to achieve the highest professional standards
- Demonstrate a commitment to developing and enhancing productive learning environments
- Genuinely believe that all children can succeed
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and promote the value of education
- Build effective relationships with stakeholders through excellent communication and interpersonal skills
- Harness the warmth and enthusiasm of the parent/carer community
- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence

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 Introduction 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.

We particularly welcome applications from under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Closing Date: Tuesday 17th May 2022 at 9:00. Interviews: Week commencing 23rd May 2022

Bannerman Road Community 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 700 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. A recent development is the launch of Venturers Trust institute which puts professional learning and instructional coaching at the heart of what we do.

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 check ups, 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 - At least 5 Professional Learning days per year

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.





Bannerman Road
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Welcome to Bannerman Road Community Academy

Welcome to Bannerman Road Community Academy which is part of Venturers Trust and is an inclusive primary school in Bristol. We share our setting with the Children's Centre, providing education and caring support for our children from 2 to 11 years old. Our two modern buildings in inner city Bristol, Easton are linked by play areas and our developing landscaped areas are used in forest school activities for all children. We celebrate our diverse and multi-lingual community and believe that all pupils are entitled to high quality, engaging and exciting teaching and learning. We have high expectations and challenge everyone to reach his or her full potential.

“BRCA is a vibrant, happy and friendly school located in Easton, Bristol. We are committed to providing an engaging and exciting curriculum which will instill self belief and a love of learning into our children.”

We hope our children will leave our school full of happy memories of their time with us and we look forward to welcoming you.

Lynsey Prewett

Principal





Bannerman Road **COMMUNITY ACADEMY**

Living in Bristol

Bannerman Road Community Academy is located in 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.



Post: Assistant Vice Principal

Responsible to: Principal

General Description of the Post: This is a senior post within the school's staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Principal. This post holder is to deputise for the Principal in his/her absence. As an Assistant Principal you will be required to meet the general requirements of this post. The Assistant Principal is expected to lead on some or all of the following:

1. Teaching, Learning and Pedagogy
2. Curriculum Development and Design
3. A key stage (1 or 2)
4. Attendance/Community links
5. NQTs/teacher training/volunteers
6. CPD for staff and areas that you lead on.

In addition, you will be required to fulfil any reasonable expectations from the Principal.

Duties and responsibilities:

The specific nature and balance of these responsibilities will vary according to the needs of the school. It will be necessary to specify the management, curriculum and co-ordination responsibilities/teaching commitment to be undertaken by the post holder.

1. Class teacher responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current Teachers' Standards.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment.

2. The internal organisation, management and control of the school

- 2.1 To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be agreed upon appointment.
- 2.2 To contribute to:
 - Fulfilling VT's vision
 - Maintaining and developing the school's ethos, values and overall purposes
 - Formulating the aims and objectives of the school and policies for their implementation
 - A development plan which will translate school aims and policies into actions
 - Monitoring and evaluating the performance of the school and its achievements as a Trust school
 - Implementing the governing body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
 - The efficient organisation, management and supervision of school routines

3. Curriculum Development

- 3.1 To contribute to:
 - The development, organisation and implementation of the school's curriculum
 - School 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 co-ordinated, coherent curriculum entitlement for individuals, including these with special educational needs
 - Ensuring arrangements for the daily act of collective worship and the spiritual life of the school

- Ensuring that the school's commitment to learning outside the classroom is delivered, monitored, evaluated and reported on accurately
- Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive VT nature, purpose and aims of the school
- Providing high quality personal, social, health education and citizenship in accordance with the school and Trust's policy and ethos
- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
- 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 VT's ethos

4. Pupil care

4.1 To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and policies of VT
- The effective induction of pupils
- The determination of appropriate pupil groupings
- Improving pupil attendance
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
- The development of self-discipline among pupils
- The handling of individual disciplinary cases

5. The Management of Staff

- 5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school
- 5.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- 5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers and volunteers in school
- 5.4 To contribute to staff development policies and practices appropriate to the school 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
- 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- 5.6 To maintain good relationships with individuals, groups and staff unions and associations.

6. The management of resources

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

7. Relationships

- 7.1 To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist liaison and co-operation with VT's leaders, board members and support services.

- 7.3 To help in maintaining and developing effective communications and links with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist liaison with other educational establishments, especially other VT's institutions, in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To assist liaison with other professional bodies, agencies and services.
- 7.6 To develop and maintain positive links and relationships with the local community, local organisations and employers:
- To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

This job description only contains the main accountabilities relating to this post and does not describe in detail all duties required to carry them out and therefore the post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility. Such variations would not justify a re-evaluation of the post. The school or Trust Leadership reserves the right to make reasonable changes to these and any other agreed terms and conditions of employment. Flexibility and putting the pupils first is essential.

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PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	
Qualifications	Good Honours Graduate with QTS or as required by the DfE Leadership CPD or qualifications demonstrating a commitment to improving knowledge and skills	A Higher Degree	Application
Experience	Experience of teaching in the age range covered by the school Experience of managing change successfully Experience of successfully managing a team Experience of coaching and mentoring strategies Experience of developing teaching and learning in partnership with children and staff Experience of developing innovative approaches to teaching and learning, especially with regards to cross curricular approaches Experience of teaching in at least two schools	Experience of Senior Management Experience of leading EYFS would be an advantage Successful experience of leading and developing a curriculum area Prior whole school leadership experience in a core or other subject Evidence of professional development in school leadership To have experience in working in schools serving communities of high deprivation or disadvantage.	Application Interview
Professional Learning	Evidence of significant involvement in professional development covering some or all of the following: Management in schools Safeguarding Outstanding class teacher, with high expectations and a commitment to outstanding achievement for all children Up to date knowledge of all aspects of the primary curriculum Excellent understanding of assessment and tracking processes and their association with planning and pupil target setting	Advanced Safeguarding development Knowledge and understanding of recent research into thinking and learning. Good understanding of cross-curricular approaches. Understanding of the primary phase (FS-Y6) and the importance of play, enquiry and partnership in teaching and learning. Knowledge of Forest Schools	Application Interview

	<p>Good understanding of independent, collaborative and self-initiated learning.</p> <p>Experience in raising achievement across the whole school.</p> <p>The ability to use ICT in a variety of contexts and to develop these skills across management.</p> <p>To be able to demonstrate a thorough understanding of the importance of planning, assessment and record keeping and the need for continuity and progression throughout the school.</p>		
Leadership and management	<p>Ability to inspire, motivate and support children and adults; leading by example.</p> <p>Ability to analyse and interpret school data, using information for future planning and target setting</p> <p>Competent and effective in monitoring, self-evaluating and improving personal teaching, including using lesson observation feedback effectively to further improve learning.</p> <p>Confidence to take difficult decisions and convey outcomes clearly and sensitively.</p> <p>The ability to work professionally and effectively as a member of the Leadership Team.</p> <p>A commitment to keep up to date with educational initiatives and the skills to translate these into practice.</p> <p>To have an understanding of long term strategic planning and the importance of self-evaluation in meeting school targets.</p> <p>To be able to identify the characteristics of high quality teaching and to support and guide teachers / support staff in developing their practice.</p> <p>To be able to liaise and work with all stakeholders and outside agencies</p> <p>To be willing and capable of deputising for SLT in the absence of the Principal and other senior leaders</p>	<p>Confident to delegate and support others to achieve specific targets.</p> <p>Ability to work under pressure, analysing and prioritising tasks and meeting deadlines</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Knowledge & Skills	<p>Knowledge of:</p> <p>Current educational developments</p> <p>Equal Opportunities (including Special Needs)</p> <p>The characteristics of quality teaching and learning</p> <p>Use of data to set targets for improvement</p>	<p>Knowledge of the Ofsted framework</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

Personal Attributes	<p>Professional approach appropriate to sensitive nature of responsibilities</p> <p>Be committed to maintaining the distinctive Trust ethos.</p> <p>Be able to relate to all students, staff and parents and external contractors in a positive and constructive way</p> <p>Commitment to inclusion, particularly through differentiation for a variety of purposes, learning opportunities and contexts</p> <p>Have high expectations of pupils and a commitment to raising standards</p> <p>Contribute to staff development</p> <p>Have a warm and positive approach to children</p> <p>Flexibility, including the ability to cope with changing needs and demands</p> <p>Approachable, reliable and conscientious</p> <p>Be energetic, enthusiastic and a strong team player</p> <p>Have a flexible, problem-solving approach to work</p> <p>Possess integrity, optimism, resilience, calmness and a sense of proportion</p> <p>Be able to deal discreetly with confidential information</p> <p>Be able to maintain good levels of punctuality</p> <p>Be able to apply the regulations applicable to Health & Safety, Hygiene and Child Welfare & Protection</p> <p>Know when to seek help or advice</p> <p>Be able to reflect on own performance</p> <p>Have excellent communication skills</p> <p>Able to tackle difficult issues tactfully and sensitively for a positive resolution</p> <p>Remain calm under pressure and meet deadlines</p>	<p>Manage school resources and interpret financial information</p> <p>Demonstrate a commitment to lifelong learning</p> <p>To have a good understanding of multi-ethnic schools including their diverse range of cultural and religious traditions.</p> <p>To be confident to deliver messages to larger audiences, including staff and parents.</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

HOW TO APPLY



Closing Date for Applications: Tuesday 17th May 2022 at 9:00

Interviews: Week commencing 23rd May 2022

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 Trust's website.

Please note due to the expected volume 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.