

Briefing Pack for Applicants Deputy Principal – Quality of Education



The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The College will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Deputy Principal – Quality of Education

Pay scale: L16 – L20, £68,400 - £75,331

Contract: Permanent

Start date: 01 September 2024

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools and colleges. The Trust is passionate that all students should see their time at college as happy and fulfilling with their potential developed to the utmost. Chapelton Academy joined the Trust in September 2020.

We are seeking to appoint a Deputy Principal; the successful candidate will be responsible for further developing all aspects of the Quality of Education at Chapelton Academy.

We are looking for someone who:

- Is a proven leader with successful experience in leading teaching and learning, curriculum development and contributing to strong outcomes for students.
- Can motivate, inspire, and innovate.
- Is committed to changing the life chances of all young people.

In return we can offer you:

- A strong commitment to your ongoing professional development.
- Mentoring by and support from an experienced Principal and central Trust staff.
- The opportunity to work collaboratively with other leaders throughout the Trust.
- The chance to make a real difference to the lives of our inspiring young people and access to other employee benefits offered by our Trust.

Candidates are encouraged to have an informal discussion about the role with Dominic Pinto, Principal. Arrangements for this can be made by contacting Hayley Kay, PA to the Principal. hkay@chapelton-mlt.co.uk

The closing date is Friday 17 May 2024 at 9:00am and interviews will take place w/c 20 May 2024.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the Trust/College will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Hayley Kay via e-mail: hkay@chapelton-mlt.co.uk

The application form and information pack are available on the academy website

www.chapeltonacademy.com Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, **ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED**. Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 students. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary Academy became the first primary Academy to join the Trust. We resolutely believe that we are stronger together and that each Academy within the MAT has individual strengths, and we celebrate the diverse and unique qualities of each organisation.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills, and ambition to support our aims and contribute to the delivery of the very best for our students then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Principal

Dear Candidate

Thank you for your interest in this role and in our academy. Chapeltown Academy is a purpose-built post-16 academy which is based at Hydra Business Park in the heart of the community between Ecclesfield and Chapeltown.

The Academy provides A-level and Level 3 BTEC education with a personalised and caring ethos. We are immensely proud of our students and their achievements which have placed us securely as a high performing Post-16 College, validated by our most recent Ofsted inspection being 'Good'.

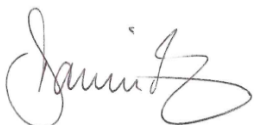
I am excited by the next phase of our journey, as a sixth form provider and our role as part of a wider Trust. Whilst we have a strong reputation for supporting academic excellence, we are much more than that and in recent years our numbers have grown steadily as we have developed our broad and balanced curriculum. The introduction of key vocational courses has enabled us to provide greater options for our prospective students and we are looking to grow this in the future, making sure we provide students with the opportunity to flourish locally, regionally, and nationally.

Further good news this year has seen our bid be successful to increase capacity by a further 100 students from September 2024. However, our ambition extends further than that and we want to be the provider of choice for the young people in the north of the city and will continue to innovate and engage to ensure that we offer a curriculum and educational experience that is second to none.

We continue to develop our non-academic programmes and are excited to launch a new co-curricular programme in September so that students have as positive experience as possible. We appreciate that grades are only one piece of the jigsaw for a well-rounded education. We will never compromise on standards and have high expectations – part of our values is represented by compassion and academic rigour – we will challenge our students to be the best version of themselves, whilst walking alongside them to help achieve their goals.

Support and care are equally important for all members of staff. We are developing a new Continuing Professional Development programme at Chapeltown Academy that is supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear wellbeing principles in place that guide our work in college and an annual action supported by a staff wellbeing group.

I look forward to receiving your application.



Dominic Pinto
Principal

Section 4: About Chapeltown Academy

OUR MISSION

To provide a community that empowers, nurtures and inspires all individuals to achieve academic and personal success, improve everyone's life chances and impact positively on society.

OUR VISION

Our mission is underpinned by our vision and is based upon the principles of;
Academic Rigour, Personalisation, Community:

Academic Rigour - Our students will:

- Develop life long learning skills
- Achieve excellent outcomes
- Experience a robust curriculum
- Receive outstanding teaching

Personalisation – Our staff will:

- Promote and model resilience
- Provide outstanding pastoral support
- Develop students' wider key skills
- Show empathy and compassion

Community – Our community will:

- Celebrate diversity
- Respect equality and inclusion
- Collaborate with our neighbours
- Connect with individuals and the wider world

OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make. We are:

Compassionate

e.g. We care for each other, we support each other and contribute towards the wider good of society.

Respectful

e.g. We respect ourselves and each other, even when we might have a difference of opinion.

Independent

E.g. We take responsibility for our own learning, work well in groups and show great leadership.

Resilient

We work hard, we aim high and we never give up; even when things become challenging

We are Chapeltown

OUR BELIEFS

- We are driven to improve the lives of all our staff and students.
- We are passionate about our subjects and teaching them.
- We are dedicated to supporting all individuals.
- We are compassionate with every individual.
- We are dedicated to ensuring all students achieve their potential.
- We are focussed and committed to preparing students for life.
- We are resilient and determined.

ABOUT US

Chapeltown Academy is situated on the business park between Chapeltown and Ecclesfield in the north of Sheffield. The academy was established in 2014 to provide academic study programmes for local people aged 16 to 19 and to foster progression to higher education and apprenticeships. The academy enrolls students from a wide geographical area, with the great majority coming from Chapeltown, Sheffield, Barnsley, Rotherham, and surrounding villages.

Our students follow a range of subjects please check our website for details <https://www.chapeltownacademy.com>. Most of the students at the academy are aged 16 to 18, with a small number aged 19.

Personal Development is a fundamental part of the Chapeltown Academy experience. We believe these activities build character and fitness whilst giving students the opportunity to develop additional skills, meet new people and try new things.

Our students can access trips and visits which provide the opportunity to explore subjects in depth in different contexts. This includes adventurous residential trips in the UK and abroad.

In September 2020, we joined Minerva Learning Trust which is a multi-academy trust in Sheffield supporting students in Ecclesfield College, Handsworth Grange Community Sports College, High

Storrs College, Stocksbridge High College, and Woodthorpe Community Primary Academy. The Trust employs approximately 750 staff and has over 5500 students.

We look forward to your application and thank you for your interest in our academy.

Further information about the academy including access to the full Ofsted Report can be found on our website: www.chapeltownacademy.com

Section 5: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit.' As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment.
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites.
- The Board of Trustees, who are appointed by the members are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014. Our vision is to provide outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield.

The Trust is an expanding Sheffield based Multi Academy Trust with a vision of providing outstanding education for all the students within our schools. During 2017/2018 the Trust brought together four secondary schools to create a new partnership which supports the teaching and learning of around 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, this has enhanced the post-16 provision within the Trust in the north of the city. In addition, September 2021, Woodthorpe Community Primary became the first primary school to join our Trust as we begin an exciting expansion into the primary phase.

We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Minerva Learning Trust is led by Bev Matthews, Chief Executive Officer and John Doyle, Chair of the Trust Board. Bev is an experienced Headteacher and School Improvement leader. Ed is an experienced Governor and is a National Leader of Governance (NLG).

The Trust employs just under 800 staff across our schools and central services, and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff, and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Mission, Vision, Values and Beliefs

Our Mission, Vision and Values

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together' by:

'Working Together'

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

'Learning Together'

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

'Outstanding Together'

Our students, staff and stakeholders work tirelessly, effectively, and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make.

Inclusion

We place the needs of our students at the heart of everything we do and we all support and encourage each other

Independence

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other

Respect

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

Success

We celebrate and communicate our successes, share good practice and we all promote a culture of continuously learning from each other

OUR BELIEFS

- We believe that we will have a significant impact on young people in Sheffield by providing outstanding provision.
- We believe that we can empower existing and aspiring leaders to drive school improvement.
- We believe that through a quality education we can support students to be successful in life after school and to positively contribute to society.
- We believe that a child's background and circumstances should not pre-determine their future.
- We believe that we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom.

Our Schools

Minerva Learning Trust is one of the largest Multi Academy Trusts in Sheffield with over 5,000 students. We are immensely proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools near each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.

Together, We are Minerva



Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students, and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.



Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar

Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee s pay through payroll for health care e.g. Westfield Health.



Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.



Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbeing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/team encourage to monitor and discuss workload issues.



Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff. Our strong collaborative community networks for Headteachers, senior leaders, subject leaders and a variety of support staff roles support the culture of collaborative generosity and sharing of good practice across our organisation.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

Occupational Health Support and Counselling

The Trust accesses Occupational Health services via Indus Occupational Health and Counselling services via Collins Donnelly Consultancy and Zurich Municipal. A range of services can be provided. Further information can be made available upon request.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifices Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 6: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Deputy Principal – Quality of Education
GRADE/SALARY	L16 – L20
HOURS/WEEKS	Full-time
LOCATION	Chapelton Academy
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	<p>Developing the Quality of Education with specific responsibilities for:</p> <ul style="list-style-type: none"> • Curriculum development monitoring and tracking • Staff induction and professional development. • Ensuring high quality support for trainees, Early Career Teachers (ECTs) and Recently Qualified Teachers (RQTs) that meet statutory requirements • Ensuring highly effective staff induction • Leading and coordinating the school’s assessment and progress monitoring strategies. • Performance development cycle. • Outcomes and achievement. • Driving up standards in all aspects of school life to enable us to fulfil our mission • Line management of employees at the school in accordance with allocated responsibilities.
PURPOSE OF THE JOB	To perform the duties of Deputy Principal in accordance with the conditions of employment as set out in the School Teachers’ Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust. To deputise in the absence of Principal.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status • Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH)

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must always, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and College policies and within the legislative framework applicable to academies.

Core Purpose:

- To perform the duties of Deputy Principal and Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
- To support the Principal in providing vision and dynamic and professional leadership for the college to ensure high quality, inclusive and comprehensive education for all its students
- To model and uphold the school and Trust's mission, vision, values, and beliefs and ensure they are embedded in all areas of the college.
- To contribute to effective strategic planning, self-evaluation, and improvement.
- Assist the Principal in the day-to-day running of the college and ensure the strategic planning, delivery, and evaluation of events in accordance with the school calendar.
- To inspire, challenge, motivate and empower all members of the college community to contribute to carry the vision forward
- To contribute to the effective management of college resources and cultivate a safe environment that secures and promotes the highest achievement of both students and staff
- To promote the college in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools.

Specific Responsibilities:

- Work with the Principal and Chief Executive of the Minerva Learning Trust to influence the strategic direction of the college, share good practice and establish the college's position within the Trust.
- Work with the Principal and the Local Governing Body to establish a clear vision and strategy for the next phase of the college's development and ensure this is clearly articulated, shared, and acted upon by the whole college community via an effective Development Plan.
- To assist the Principal in the day to day running of the school, deputise in absence and ensure the strategic planning, delivery, and evaluation of events in accordance with the college calendar.
- Create partnerships with other leaders across the Trust.
- Direction, management, and professional responsibility for staff as allocated in accordance with the responsibilities of the post including recruitment, performance management and management of HR issues.
- Develop and lead on a strategic plan to further develop the quality of education of the college, including effective methods of stakeholder engagement.
- Ensure the development and implementation of an innovative, comprehensive, and appropriate curriculum to meet statutory requirements and have regard to the needs, experience, interests, and aptitudes of our students, providing the opportunity for a rich and compelling education for all.
- To ensure that the whole college and subject curriculum have clear curriculum intent aligned to the vision and values of the college.

- To ensure that the college's curriculum offer provides continuity of learning and the building of powerful knowledge, skills, and competencies for learning.
- To build curriculum offers that demonstrate aspiration, high expectations for our students and fully prepare them for the next phase of their learning, enabling them to progress successfully and excel.
- To be responsible for developing processes to audit, monitor and evaluate the quality and impact of the curriculum and teaching and learning offered by each subject.
- To quality assure the effectiveness of teaching and learning.
- To be responsible for ensuring that robust and consistent systems are in place for tracking and monitoring the progress of students at whole college, subject, cohorts, and individual levels.
- To ensure that the college has very clear, rigorous and robust processes in place for monitoring and tracking the progress of every pupil in order to identify underachieving students and provide intervention where necessary.
- Play a leading role in developing new and supporting existing strategies that enhance student experiences in all lessons and promotes positive learning attitudes.
- Analyse and utilise quality assurance data to identify trends and target successful, research based, intervention and support to improve student outcomes.
- Successfully line manage allocated staff as directed.
- Oversee the continuous professional development strategy for all staff and coach and mentor teaching staff to develop their pedagogical skills and knowledge.
- Strategically lead the early career strategy, overseeing the development of Early Career teachers and ITTs and ensuring statutory requirements are fulfilled.
- Lead the Trust and college's Performance Development strategy to ensure outstanding professional development for all staff.
- Monitor, observe and evaluate lessons and teaching and learning standards.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote an environment characterised by outstanding teaching for learning where pupils take pride in their learning journey and respond positively to the high standards expected of them.
- Play a leading role in safeguarding and promoting the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued, and secure.
- Manage finance and resources astutely to maximise their use and value, including effective budgeting, applying resources to deliver the curriculum and needs of the college and ensuring accountability for public funding.
- Develop and sustain effective relationships with the Local Governing Body and produce high quality reports to ensure effective governance of the college.

Strategic direction and development of the college:

- As part of the Senior Leadership Team, provide inspiring, creative, and purposeful leadership for staff and students.
- To co-create and implement a Development Plan which will secure continuous improvement and support the principles of the Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the college and respond and report to the Principal, and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence-based pedagogy.

- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and act if necessary.
- To inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium, and short-term objectives to secure the educational success of the college.
- Commit to your own professional development and proactively identify opportunities.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued, and secure.

Teaching and learning:

- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour, and attendance.
- Determine, organise, implement, and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging, and challenging lessons, to exemplify high standards of teaching and learning.
- Exemplify excellent practice in delivering inclusion, diversity, and equality of access.

Leading and managing staff:

- Plan, allocate, support, and evaluate work undertaken by groups, teams, and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Promote and monitor the continuing professional development of staff.
- Hold selected staff to account for their professional conduct and practice, as specified in the Terms and Conditions of Service of teachers.
- Undertake line management of and have professional responsibility for staff as allocated in accordance with the responsibilities of the post.
- Performance development reviews of allocated middle leaders and staff, including carrying out reviews, providing professional development opportunities and holding staff to account.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular.

Efficient and effective deployment of staff and resources:

- As part of the Senior Leadership Team, recruit, retain, deploy, and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility to improve the quality of education, students' achievements and ensure efficiency and secure value for money.

Accountability:

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the college.
- Present a coherent and accurate account of the college's performance in selected areas in a form appropriate to the range of audiences, including the Principal, governors, parents, Ofsted and others to enable them to play their part effectively.
- Ensure that parents/carers and students are well informed about the curriculum, attainment, and progress and about the contribution they can make in supporting their child's learning.
- Carry out any such duties as may be reasonably required by the Headteacher.

Safeguarding:

- To be aware of and work in accordance with the academy's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

Other specific duties:

- To actively promote college and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

General:

1. To be aware of, and comply with, Trust and academy policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be assigned to them by the Principal and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Principal and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 7: Person Specification



Minerva Learning Trust Person Specification



Post title: Deputy Principal – Quality of Education

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND EXPERIENCE	
A good honours degree in a relevant subject	AF
A postgraduate degree in a relevant subject	AF
Qualified Teacher Status	AF
Experience as a senior leader	AF
Direct experience of Motivating, inspiring, and leading a dedicated and highly professional staff	AF/I
Direct experience of Safeguarding and promoting the welfare and wellbeing of all students	AF/I
Direct experience of School strategic development planning and self-evaluation	AF/I
Direct experience of Raising standards in learning and teaching and improving outcomes	AF/I
Direct experience of Raising standards in learning and teaching and improving outcomes	AF/I
Direct experience of Developing and delivering effective and impactful quality assurance processes	AF/I
Direct experience of Developing and quality assuring a high-quality curriculum intent that meets the needs of all learners	AF/I
Direct experience of Recruiting and developing skilled, effective teams through the college	AF/I
Direct experience of Coaching and developing others	AF/I
Direct experience of Effective change management	AF/I
Development of effective and sustainable relationships, respect, and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations.	AF/R
Experience of effective management of people and financial resources	AF
Understanding of the Ofsted framework	AF/I/R/AA
QUALITIES & KNOWLEDGE	
Having vision and ambition with the ability to implement it strategically.	AF/I/R
Able to build and communicate a coherent vision of excellence and equality, empowering all students and staff to contribute and achieve their full potential.	AF/I
Recent evidence of planning and leading whole college improvement initiatives and policies which have a demonstrable impact on students' attainment, behaviour, and attitudes.	AF/R

Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development, and sustained college improvement	AF/I/R
Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I/AA
Political insight and knowledge of national trends that could impact upon both the college and the Minerva Learning Trust.	AF/I/R
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/R
Willingness to actively participate in professional learning.	AF
STUDENTS AND STAFF	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access, and equality of opportunity so that all students can achieve their full potential.	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching, and assessment, leading by example.	AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all students.	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the college.	AF/I/R
SYSTEMS AND PROCESS	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources to maximise the achievement of all students.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff.	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities.	AF
SKILLS	
Capacity to motivate, inspire and challenge young people.	AF/I/R
Ability to communicate a vision and inspire others.	AF/I
Celebrate excellence and challenge poor performance.	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.	AF/I
Ability to inspire confidence in and establish excellent relationships with students, teachers, and parents.	AF/I
Ability to build positive relationships with colleagues, students, and parents.	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively.	AF/I

QUALITIES AND ATTRIBUTES	
Be passionate about education, inclusion, and success for all, leading by example with optimism, empathy, and integrity to inspire, motivation and generate trust in others.	I
Highly effective and creative communicator (oral and written).	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners.	I
Ambitious, driven, and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence and recognise and deal effectively with poor performance.	I
Ability to generate commitment and develop strong teams to manage change effectively.	I/R
Have a visible and positive presence around college.	I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 8: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully, and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post for which you are applying. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific about contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the college website prior to attending the interview.

8. The Interview

Candidates will be invited to spend a day visiting the college during which time they will have the opportunity to meet staff and students and see the college at work. Interviews are likely to take place the following day for those successful on day one.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity, and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to hkay@chapeltown-mlt.co.uk by the closing date.