



CITY OF LONDON  
ACADEMIES TRUST

# Emerging Principals Programme (Senior Vice Principal)

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# A warm welcome from the CEO

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“Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond.”

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I am delighted that you have chosen to apply for a place on the **Emerging Principals Programme**.

As you know, City of London Academies Trust is driven by the ambition to deliver exceptional educational outcomes for the young people we serve, combining the heritage and traditions of the City of London Corporation with a creative and effective approach to teaching and learning.

Our expectations are high for both our students and our staff and as such we work to three core values: integrity, professionalism and care. We demonstrate real care by insisting on the highest expectations of behaviour in every phase and setting. Our curriculum is regularly reviewed and updated to ensure that every young person is afforded the knowledge and skills they need to be successful. We promote and support excellent classroom pedagogy as well as ensuring we have common approaches to assessment and intervention. This is how we care for our young people and ensure that they achieve the highest possible outcomes and are able to counter the many aspects of disadvantage they, their families and our wider communities experience.

Our '**Foundations of Excellence**', which run through all trust schools, have been the framework for our success so far. These core principles led to the City of London and the

trust being recognised as the best performing academy chain for progress and attainment of disadvantaged children ('Chain Effects', The Sutton Trust). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children's lives.

In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the trust or beyond. Our commitment to developing and preparing the school leaders of tomorrow is encapsulated by this new and innovate in-house programme. As the trust grows, we want to support talented and ambitious Vice Principals to secure the knowledge, experience and skills to move into headship either within the trust or elsewhere.

If leading a school is something you aspire to take on in the near future, then please do read on for more information about our Emerging Principals Programme. We look forward to receiving your application.

**Mark Emmerson**  
Chief Executive Officer



# Who we are

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“Our schools maintain exemplary standards of behaviour, with systems, rituals and norms that instil strong habits. Our schools provide an environment where teachers can teach, and students can learn without disruption.”

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We believe strongly in the transformational nature of education operating schools in areas of significant disadvantage. We understand that strong outcomes lead to improved life chances for our students, so we are unashamedly academic and unapologetically results driven. Each of our schools adopt a ‘warm/strict’ approach, combining high expectations with care and support. Our level of care means we never compromise on standards or expectations, ensuring that no student’s background becomes a reason for lowering the bar. We take great pride in fostering an exceptionally positive learning environment.

We are driven by a relentless ambition to be the best. We believe exceptional leaders and teachers create outstanding schools, transforming lives, and shaping the future of every student. We currently oversee seven secondary academies, three primary academies and one sixth form all located in north, south and east London. We combine the heritage and tradition of the Corporation of London with a genuinely innovative, enterprising, and entrepreneurial ethos. We are also committed to providing training and development to all our staff, plus excellent career advancement opportunities within our evolving trust.

Our curriculum is knowledge rich. We believe in teaching ‘powerful knowledge,’ and educating our students on the ‘best that’s been thought and said’ is crucial to giving them the best possible chance of success

in life. We find opportunities to elevate the curriculum to ensure our most able students can compete with their more privileged peers. Our curriculum is coherently sequenced, with our Subject Improvement Leads working closely with Heads of Department to drive gains in learning and develop subject specific pedagogy. We are creating a standard curriculum in most of our subjects; this will help reduce teacher workload by taking away the production of high-quality resources and assessments, freeing up our expert teachers to grapple with the delivery of the content and focus on the learning. Our teaching approach is influenced by the works of educationalists such as Doug Lemov.

We are confident we know what works for schools in our specific context, and we have spent a long time codifying our approach, while also providing sufficient flexibility for our teachers to add their own unique personality and dynamism to their classrooms. Results are important to us, but we also place great emphasis on developing our students’ sporting, artistic, musical, and linguistic talents. All our schools run an extended day to deliver an array of enrichment opportunities and super curricular sessions to provide a truly holistic education.

We hope that you will be inspired to want to join the Emerging Principals Programme. We are committed to investing in the next generation of Principals, people who will embody the trust’s culture, values, and ethos, and lead exceptional schools.



# Emerging Principals Programme

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“This Programme is ideal for those who demonstrate strong leadership potential, have a passion for educational excellence, and are dedicated to making a significant impact on their school communities.”

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The Emerging Principals Programme (the 'Programme') is designed to prepare and empower ambitious candidates who aspire to lead a City of London Academy. This Programme is dedicated to developing educational leaders who are ready to take on the challenges of leading schools that serve pupils from disadvantaged backgrounds, inspiring their communities to achieve excellence.

Throughout the Programme, Emerging Principals will be equipped with the skills, knowledge, and confidence required to lead schools effectively. They will learn to adopt a warm/strict approach, foster an academic and high-performing learning environment, and drive positive change in education. Participants will receive comprehensive training, hands-on leadership exercises, and mentorship from experienced educators, ensuring they are well-prepared to step into Principal roles with competence and vision.

The Programme is specifically tailored for talented and experienced Vice Principals who are committed to advancing their careers and assuming Principal roles within the next two years. It is ideal for individuals who are aligned with our culture, ethos, and methods, demonstrate strong leadership potential, have a passion for educational excellence, and are dedicated to making a significant impact in their school communities.

As part of the Trust's Central Standards team, Emerging Principals will be seconded to schools, where they will work alongside existing Principals to help implement the Trust's rapid improvement strategy. They will provide additional capacity to raise standards within the school. This opportunity allows Emerging Principals to make a meaningful impact while gaining exposure to a range of schools at various stages of their improvement journey, accelerating both knowledge acquisition and experience - an advantage not always possible when working in a single context. Additionally, they will have access to highly experienced Trust leaders with a proven track record of exceptional school improvement, further accelerating their growth and development toward a Principal role.

## **We want you to help us achieve:**

- a Trust 'Excellence' school rooted in the warm/strict model
- a school culture where pupils work hard, are kind and have the ambition to succeed academically
- exemplary behaviour, character and politeness by all pupils at all times
- a 'knowledge rich' curriculum with direct instruction pedagogy that uses high quality booklets
- efficient and effective systems, routines, habits, norms and practices which help deliver the above
- a Progress 8 score of +1 and beyond

## Applicants must:

### Role competencies

- Possess the potential, commitment, and proven track record to become a Principal within two years
- Be obsessed about the creation of a strong culture, exemplary behaviour, effective pedagogy, in the knowledge that this delivers outstanding outcomes.
- Have a keen eye for detail and be able to identify when the school's operations fall below the standards of Trust 'Excellence'
- Possess an execution-focused mindset, driven by a sense of urgency to accomplish tasks efficiently and at pace
- Accept the Trust's 'needs based' deployment in any one of our City of London Academies Trust academies (specifics to be determined with the successful candidate and needs of the trust)
- Be willing to give and receive feedback in the spirit of constructive professional dialogue

### Cultural competencies

- Believe in, and align with, the trust's philosophy and approach to education ('warm/strict')
- Reject any approach that seeks to undermine adult authority, diminish exemplary conduct, or compromise the efficacy of direct instruction pedagogy
- Always prioritise culture, behaviour, character and pupil outcomes when making decisions about school operations
- Believe that students from disadvantaged backgrounds can succeed when schools create a 'warm/strict' environment that promotes academic achievement through exemplary behaviour, and high standards
- Acknowledge that all students are significantly influenced by their peers and the external environment. Consequently, school leaders must deliberately create a school eco-system which frames and actively promotes pro-social behaviours, culture, character, and academic rigour
- Maintain the belief that schools are never perfect and always need to evolve and improve
- Be forthright and transparent in evaluating schools against Trust 'excellence' standards, always willing to deliver an honest and candid assessment

### As a Senior Vice Principal working in one of our academies, you will receive:

- leadership workshops on school improvement delivered by highly experienced school leaders
- professional development focussing on Finance, HR, Governance, and general school organisation
- regular leadership coaching from a member of the trust Executive Team
- an annual bursary to spend on your choice of professional development or qualifications
- an opportunity to shadow members of the trust Executive Team during an IMPACT and/or IMPACT+ review of our Academies
- visits to exemplary schools across the country

# Job Description

## Emerging Principals Programme – Senior Vice Principal (Secondary)

<b>Post:</b>	Emerging Principals Programme – Senior Vice Principal
<b>Accountable to</b>	Executive Director of Education (Secondary)
<b>Grade/Range</b>	L20 – L25 £88,891 to £99,241 (Fte)
<b>Disclosure</b>	Enhanced
<b>Responsible for</b>	Varied

### Job Summary

Emerging Principals are employed and deployed centrally by the central standards team to our Secondary Academies. Deployments will be based on Academy needs and for a pre-determined length of time to ensure stability. Emerging Principals will have the opportunity to gain the necessary experience and skills to step into the role of Principal at a 'warm/strict' secondary school. As Senior Vice Principal, they will take an active role in promoting and embodying the Trust's values, ensuring that every student enjoys an exceptional educational experience. All leaders within the school will be dedicated to inspiring students to strive for excellence and reach their highest potential.

Operationally line-managed by a Trust Principal, the Senior Vice Principal will be responsible for supporting the Principal to establish a warm/strict culture, developing staff, setting high standards, fostering effective teaching methods, and driving academic success. Additionally, the Senior Vice Principal will contribute to ongoing self-assessment processes, leading specific initiatives that contribute to school-wide progress and improvement.

The Senior Vice Principal may deputise in the Principal's absence.

### Main Purpose

- Support the Principal in delivering the Trust's vision for Trust schools, working collaboratively to implement the Trust's principles, routines, practices, norms and micro-scripts and frameworks.
- Share responsibility for all the policies, decision-making processes and strategic planning involved in the leadership and management of the Academy
- Develop an ethos of high expectations of staff and students, and a positive approach to innovation
- Take full accountability for key areas of the Academy's work, including performance standards
- Ensure compliance to statutory issues, implement monitoring and self-evaluation systems related to the post-holder's Leadership responsibilities. Assist with the writing of the Academy Improvement Plan and the SEF.



# Key Accountabilities

## 1. Academy Leadership and Management

There are several areas of responsibility that Emerging Principals will gain experience.

### 1.1 Curriculum Planning and Development

- Implement the Trust's standard curricular, and lead on curriculum design and development to meet future demands of curriculum provision
- Support and advise Curriculum Leaders with monitoring to ensure that standards continue to improve and targets are met

### 1.2 External Communications and Partnerships

- Lead the Academy's marketing and communications plan and public relations strategy, consistent with the Academy's strategic plan
- Establish, develop, and maintain external partnerships and effective communications with a range of providers to enhance Academy provision

### 1.3 Pastoral Leadership and Student Behaviour Systems

- Lead on pastoral systems, including the tutor programme and assemblies
- Lead on behaviour systems; student performance; student council; attendance; parental engagement; primary liaison

### 1.4 Standards, Data and Assessment

- Review standards and performance using internal and external data sets such as RAISEonline and PANDA; and lead on student progress, data, and target setting
- Line manage information systems including overall tracking through SIMS

### 1.5 Teaching and Learning

- Lead on Teaching and Learning across the Academy in aspects of developing pedagogy to drive standards of Teaching and Learning
- Lead on the implementation of the Trust's L&T Framework and codified granular steps.
- Lead on quality assurance and self-evaluation systems within the academy to drive standards

## 2. Staff Learning and Support

- Advise the Leadership Team on the types of staff development needed to deliver and support the assigned area of responsibility and to lead or assist with their recruitment.
- Line manage at least one curriculum department and performance related pay through Performance Management.
- Liaise with identified staff to ensure appropriate progression opportunities and intervention strategies for students and linked professional development opportunities for staff.
- Ensure very effective dissemination of work to all staff
- Devise, lead, and deliver whole staff INSET and training when necessary.

## 3. Learning Community

- Develop networks with other organisations for research and development
- Represent the Academy at relevant strategy meetings, linked to whole Academy responsibilities.
- Ensure monitoring and evaluation reports are completed.
- Lead on Academy-to-Academy partnerships.

## 4. Students' Learning

- Work with Curriculum Leaders to support learning in the curriculum and maximise student progress according to the Senior Vice Principal remit.
- Ensure acquisition and maintenance of relevant Charter Marks, linked to responsibilities.
- Work in collaboration with the Senior Team and Curriculum Leaders to drive forward standards.
- Work with Heads of House and the pastoral team to support the raising of achievement and amongst the student body.
- To teach classes or groups of students for timetabled periods.

## 5. Whole School

- To be a member of the Academy's Leadership Team, contributing positively towards the development of the Academy and deputising for the Principal, when requested to do so.
- To take lead responsibility for developing and maintaining one or more whole Academy issues.

## Associated Duties

The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken in the course of employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the postholder to ensure that professional duties are discharged effectively.

## Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to perform such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors, and community members.

### **English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

### **Our Values and Vision**

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve. All City of London schools and academies draw upon the traditions, institutions, heritage, and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national, and global communities. Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

## Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

## Equal Opportunities

The postholder will be expected to perform all duties in the context of and in compliance with the academy Equalities policies

# Person Specification

	Essential	Desirable
<b>Qualifications</b>		
Educated to degree level or equivalent	✓	
Qualified teacher status	✓	
NPQH (or equivalent) achieved or underway		✓
Evidence of continuing professional development	✓	
<b>Experience</b>		
Two years experience at Vice Principal level (or equivalent)	✓	
Experience of having led, or made a significant contribution to, the success of an academy through its leadership, pupil outcomes and ethos	✓	
Experience of leading and training staff to be successful practitioners	✓	
Experience of supporting staff to optimise attainment and progress of pupils		✓
Experience of teaching in, or leading, more than one phase of education	✓	
Extensive experience of working with children with significant barriers to learning	✓	
Excellent organisational skills	✓	
Well-developed interpersonal and communication skills	✓	
<b>Teaching and Learning</b>		
Outstanding learning secured for pupils through outstanding teaching	✓	
Effective, rigorous and sensitive relationships with pupils that secure positive emotional health and excellent behaviour and attitudes	✓	
Innovative and relevant curriculum offer to challenge and inspire pupils	✓	
<b>Vision and Strategy</b>		
Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families	✓	
Understand how to set high aspirations and lead effective strategies across all aspects of an academy including learning, accountability, curriculum, administration and communication		✓
Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards	✓	
Able to meet national standards for headteachers	✓	
<b>Leadership</b>		
Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction	✓	
Able to develop, empower and sustain individuals and teams	✓	
Ability to lead and inspire all pupils with a sense of the intrinsic joy of learning and their own ability to succeed	✓	
Rigorous use of data to inform and shape teaching and learning to secure outstanding outcomes for all pupils	✓	
Strong organisational skills and the ability to delegate to others and hold them to account for outcomes	✓	
Have a deep commitment to the safeguarding and wellbeing of all pupils	✓	
<b>Leading Relationships with Stakeholders</b>		
Commitment to working with others to secure the best outcomes for children	✓	
Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and a very wide range of other external relationships	✓	
<b>Work-Related Personal Qualities</b>		
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	✓	
Demonstrate personal and professional integrity, including modelling values and vision	✓	
Commitment to support the aims of the Governing Body and COLAT	✓	
Flexible and able to manage competing deadlines, prioritising appropriately and maintaining good humour	✓	
Evidence of commitment to and understanding of collective responsibility	✓	



## How to Apply

If you match our ambition and want to join our dedicated team of professionals, we would love to hear from you. Candidates must complete the application form and provide a personal statement in no more than two sides of A4 addressing the following questions:

1. Why do you aspire to be a Principal?
2. What is your educational philosophy?
3. As Principal, how would you lead a school to a progress 8 score of +1.5?

Your application must include full contact details (address, telephone numbers and email addresses) and details of two referees.

For each referee, please provide their name, position, organisation, telephone numbers and email addresses. One of these referees must be your current or most recent employer. If you do not wish us to contact referees at this stage, please make this clear on your application.

If you require any other details, or would like an informal discussion, please contact [enquiries@cola.org.uk](mailto:enquiries@cola.org.uk)

## Selection timeline

Closing date for applications is **noon, Monday 3 February 2025**.

We plan for selection activities and interviews to take place during the week commencing **10 February 2025**.

City of London Academies Trust supports Equal Opportunities Employment

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks in line with Keeping Children Safe in Education, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

City of London Academies Trust Company Registration No. 04504128.



**CITY OF LONDON**  
**ACADEMIES TRUST**

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