



## **Recruitment Pack**

### **Vice Principal**

Closing Date: Thursday 25<sup>th</sup> March 2021 at 9:00am

Interviews: Thursday 1<sup>st</sup> April 2021

JOB REFERENCE NUMBER: 926473



[www.alphaacademiestrust.co.uk](http://www.alphaacademiestrust.co.uk)

## A Message from the Chief Executive Alpha Academies Trust

Dear Applicant,

Thank you for downloading this application pack and for your interest in becoming a Vice Principal for Maple Court Academy, part of The Alpha Academies Trust in Stoke-on-Trent.

Our Trust currently consists of six academies:

The Discovery Academy - Age 11 -16

The Excel Academy - Age 11 -16

Eaton Park Academy-Age 3- 11

Maple Court Academy - Age 4 – 11

Reach Academy

Sneyd Academy – Age 4 – 11

We are ambitious and seek to secure the very best outcomes for all our learners, developing pathways from Early Years to Post 16 and beyond. Our ethos is based around nurture and the ambition to drive outstanding achievement – this applies both to our students and our staff. Through continual professional development and extensive pastoral programmes, we strive to create an environment which enables staff to set their own goals and develop professionally.

Parents and stakeholders are at the heart of our learning partnerships. Our Governors are challenging and supportive and all our staff are committed and dedicated to providing the highest standards of education for all children and young people in our academies.

We are looking for dedicated and enthusiastic professionals to join our highly skilled staff and help deliver outstanding educational experiences for the young people of Stoke-on-Trent.

I look forward to receiving your application and meeting you soon.

Yours faithfully,

Mr S French  
Chief Executive Officer

## The Context

The City of Stoke-on-Trent is in the West Midlands and has a population, of 249,000, which is predominately white British but with a significant minority ethnic community. Ambitious plans are underway to transform and renew the City through major investment in health, housing, economic development, and education. The 'Potteries' as Stoke-on-Trent is affectionately called is renowned for its world class ceramics industry and industrial heritage. The Midlands power house is driving economic growth and renewed prosperity.

The City boasts a strong cultural tradition and is a contender for City of Culture 2020/2021 with its Premier League football team, ceramics heritage and Performing Arts tradition.

With a 10% increase in the number of children, education is of critical importance to the future prosperity of the City, and the BSF programme has established excellent facilities for our young people.

## Aims & Vision

- To create a network of Good and Outstanding Academies that provides excellent academic tuition and vocational experiences
- To provide children and young people with a full range of pathways from early years to post 16
- To inspire all children and young people to aim high
- To close the gap in life chances between those who are disadvantaged and those who are not
- To involve employers in creating innovative learning experiences
- To make sure that young people have the skills for the modern workplace
- To provide extensive information advice and guidance for young people to become well rounded adults, that contribute to society as highly employable responsible citizens

## In an Alpha Academy

- Children and young people develop strong literacy, numeracy and employability skills
- Children and young people enjoy innovative learning experiences, including sport and the arts which lead to high levels of success
- Children and young people's progress is always tracked and monitored and no one falls behind
- Children and young people understand the pathways open to them. Through our Academies the gates to next steps and phases are opened
- Children and young people, parents and staff feel valued, safe, supported and have a voice
- Children and young people have the best staff and Academy leaders as their role models
- Children and young people enjoy inspirational learning environments which are safe, well maintained and constantly improved
- Children and young people enjoy the best catering and nutrition
- Staff have an entitlement to first class training, coaching and support
- Staff have opportunities to progress from the start of their career onwards
- Employer partners contribute to curriculum design
- Governance is strong, challenging and supportive
- Parents are partners in their children's education

## Our Academies

### The Discovery Academy

Our largest Academy opened in September 2011 and moved into a new £25 million accommodation in September 2013. Student numbers are increasing and attainment for all students is improving steadily. The highly qualified and committed staff follow the 'mission statement' of Expect Excellence. Steady improvement was validated by Ofsted in 2016 with good judgments for teaching, behaviour and leadership. In 2017 we are very proud that Discovery was the most improved Academy in the City, with results continuing to improve in 2018.



"The quality of teaching and the curriculum have improved significantly. Both suit the needs of pupils and accelerate their progress."

"Governors are relentless in their drive for higher standards. Their support and challenge are effective in improving current standards."

"There is a clear sense of equality and inclusion in the school. Diversity is recognised and valued. This encourages harmony in the community in which the school is located and in the wider area. Pupils told inspectors, 'Everybody is welcome here'."

### The Excel Academy

Holden Lane High School converted to become the Excel Academy in March 2014 and has consistently been one of the highest performing academies in Stoke-on-Trent. Student numbers are increasing rapidly as the success of the Academy has led to many years being oversubscribed. It is the school of choice in the north of the city and is housed in new build and refurbished buildings.

The Academy was inspected by Ofsted in November 2016 and maintained a 'Good' judgement and is focused on becoming an outstanding provision.



"Expectations of staff and pupils are high. There is a strong team spirit across staff at all levels in the school and they are very committed to the school's ethos of 'Pride and Respect'."

"The Excel Academy is now the school of choice for an increasing number of local parents and, consequently, it is now oversubscribed and has large cohorts in lower year groups."

"The great majority of parents who responded to Ofsted's online questionnaire, Parent View, confirmed that their children make good progress in school and that they would recommend the school to other parents. One parent wrote, 'I am very happy with my child's education. My child enjoys school and is happy to attend Excel Academy. I couldn't wish for more.'"



## Eaton Park Academy

Eaton Park converted to become an academy in 2012 and has consistently been one of the highest performing academies in Stoke-on-Trent for the last few years. In 2018/19 we were the highest performing primary school in Stoke on Trent and for the last two years we have been in the top 3% of schools nationally for pupil progress. Student numbers are consistently increasing due to the successes of the academy and its popularity locally. Eaton Park Academy has around 500 pupils and is one of the larger primaries in Stoke, offering places from Nursery through to Year 6.

The Academy was inspected by Ofsted in March 2019 and maintained a 'Good' judgement, we are now focused on becoming an outstanding provision.



*"As a result, pupils continue to achieve well and by the time they leave Year 6, pupils' progress in reading, writing and mathematics is consistently above the national average. In 2018, pupils' progress was significantly above average and in the highest 10%."*

*"Leaders' high ambitions for pupils and provide effective support and challenge to leaders to continually improve the school."*

Parent View, are highly positive about the school and would recommend it to others. Staff are proud to work at the school. They say that they are well supported by leaders to carry out their roles effectively.

## Maple Court Academy

Maple Court is a large primary academy with almost 500 pupils located in the Bentilee area of Stoke-on-Trent. Children enter the Academy with very low literacy and numeracy skills and the academy is ambitious to provide all pupils with the skills, knowledge and understanding to succeed in later life. We expect excellence from everyone and believe that all of our pupils can achieve excellence too.

The Alpha Academies Trust sets a very clear vision for all its educational providers: to champion the life chances of learners in the community it serves. This vision is systematically implemented in Maple Court Academy. As a result, pupils receive good quality education in a safe environment where their best interests are uppermost.



Since it became an Academy in 2014 standards have improved. As a result, the Academy achieved a good grade in its 2016 Ofsted Inspection. Our approach to teaching and learning is very inclusive and we strive to ensure that the support and feedback given to pupils results in all groups learning equally well in lessons.

Alpha Academies Trust and our governors have supported significant investment in buildings and facilities here since 2014, creating a first class learning environment for pupils and staff alike. We are proud of the improvements we have made at Maple Court Academy and urge all candidates for positions here to come and see it for themselves.

“The College Academies Trust (Alpha Academies Trust) has set a clear vision for the academy to provide an excellent quality of education for its pupils. The Trust and the local governing body hold leaders rigorously to account for delivering this strategic plan.”

“The College Academies Trust (Alpha Academies Trust) sets a very clear vision for all its educational providers: to champion the life chances of learners in the community it serves. This vision is systematically implemented in Maple Court Academy. As a result, pupils now receive good-quality education in a safe environment in which their best interests are uppermost.”

“The approach to teaching is very inclusive. The individual challenge, support and feedback given to pupils ensure all groups learn equally well in lessons. For example, disabled pupils and those with special educational needs are well supported in lessons, and so learn as well as other pupils.”

### **Reach Academy**

Reach Academy was established to give the students in Stoke-On-Trent the very best in Alternative Provision. Many of our students have found it difficult in mainstream schools but develop a new attitude towards education here.

We thrive off developing positive traits in young people around resilience and ambition and believe every young person has a right to access outstanding education in order to develop this. We want every student to progress to further education at 16 or pursue their career of choice.

We offer a broad and balanced curriculum and a therapeutic enrichment programme focusing on individual interests and skills and provide option choices which engage, enrich and encourage our students to achieve excellence.

### **Sneyd Academy**

Housing almost 600 pupils, Sneyd Academy is one of the largest primary academies in Stoke-on-Trent. It is located in the centre of the city with good access to local facilities such as Central Forest Park and Festival Park. The Academy serves a diverse population from the Sneyd Green, Cobridge and Burslem areas and is very much a school at the heart of its community.

The school has two beautiful Victorian buildings which opened in 1901. In addition, a purpose built Early Years and KS1 block was added to the site in 2016 and a fully refurbished, purpose built dining room completes the accommodation. The school has extensive grounds which supports the lively school curriculum. The school was judged good at its last inspection in 2015.

*“Governance is strong. Governors share the headteacher’s drive to ensure the best results for pupils.”*

*“Pupils are very polite and courteous. Pupils are welcoming to visitors and keen to talk about their work. Pupils are very proud of their school and show this by wearing their uniform with pride and showing respect for the pleasant and vibrant learning environment.”*

*“The quality of teaching across the school is consistently good, with some that is outstanding.”*

*“Pupils show positive attitudes to learning and make good progress.”*

In total, over 4,000 students aged 4-19 years are currently on roll and supported in our Academies. In addition, we employ approximately 525 staff across the Trust.

## Job Description

This post is subject to an Enhanced DBS Identity Check under the Rehabilitation of Offenders Act (1974).

Candidates called for interview will be required to provide photographic proof of identity, proof of address and original qualification documents.

### **PURPOSE OF THE POST**

- Contribute to the development of provision. Have oversight of standards and progress. Take lead responsibility in an area that ensures that every child receives a good education and achieves high standards as set by the Principal and Governing Body.
- Be accountable for leading, managing and developing the provision within the Academy.
- Maintain and/or raise standards of student attainment and achievement across the Academy and key stages and to monitor and support student progress to achieve high standards of progression and achievement.
- Be accountable for student progress and development within the Academy.
- Contribute effectively as a member of the leadership and management team to the development, consistent implementation and evaluation of all policies and strategies.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the learning faculties, in accordance with the aims of the Academy and the curricular policies.
- Develop and enhance the practices of all staff.
- Effectively manage and deploy teaching/support staff, financial and physical resources to support aims and aspirations of the Academy.
- Monitor and support the overall progress and development of students as a member of the Senior Leadership of the Academy.

### **DUTIES / RESPONSIBILITIES**

- Lead on a major strategic area as agreed by the Principal.
- Enhance skills through rigorous, effective self-evaluation and appropriate professional development.
- Duties as identified within the summary of responsibilities and undertake any other tasks as reasonably required by the Principal.

**General**

- Assist the Principal in the effective day to day management of the Academy, demonstrating high expectations of all.
- In the absence of the Principal, undertake any professional duties of the Principal to the extent required by the Principal or Governing Body.
- Support the work of the Trustees/Governing Body, including attendance at some committee meetings.
- Support the Principal in the development of Academy specific staff and student policies and procedures.
- Support the Principal and Governing Body to:
  - Develop the Academy's vision and values.
  - Provide the strategic direction to support the development of an outstanding Academy.
  - Lead and manage staff well whilst deploying staff and resources efficiently and effectively.
  - Ensure students enjoy a high-quality curriculum and outstanding teaching and learning experiences.
  - Raise levels of attainment to secure outstanding progress for all learners.

**Leadership: Vision and Values**

- Assist the Principal in translating the vision of the Academy into agreed objectives and operational plans.
- Take lead responsibility for policy development and implementation in agreed specified areas.
- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Academy
- Be committed to safeguarding and to promoting the welfare of all young people.
- Ensure equal opportunities for all.
- Assist the Principal to develop a culture and environment in which young people thrive and to drive innovation.
- Drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Academy where wellbeing and respect are at the heart of the Academy and each student is valued and nurtured to develop personally and educationally.
- Ensure the effective operation of Academy self-evaluation systems as appropriate, and produce reports as required.
- Identify and take appropriate action arising from evaluation, setting deadlines and reviewing progress on actions taken.

**Strategic direction and development**

Within the context of the Academy's aims and policies, senior leaders are accountable for the development, implementation and review of policies, plans, targets and practices. These are defined in a summary of responsibilities. Members of the Leadership Team are expected to have the knowledge, skills and expertise to provide the guidance and direction to support teams forward.

**Leading and managing staff and others**



- Leaders are accountable for providing all those involved in developing the quality of education with support, challenge, information and development necessary to sustain motivation and secure improvement.
- Develop and maintain a culture of high expectations for self and others.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to Academy policies and procedures ensuring that these are regularly communicated to staff and students so that they are clear about their responsibilities.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Take responsibility for the day-to-day line management of designated staff.
- Support the Principal in the recruitment, deployment, motivation, development and performance management of staff, making the most effective use of their skills, expertise and experience to ensure that all staff have a clear understanding of their roles and responsibilities.
- Encourage all staff to be continually active in their personal and continuous professional development.
- Lead groups of staff in developmental activities and evaluate outcomes.
- Support and develop public service, international and social enterprise activities.
- Ensure parents and carers are kept well informed about the Academy curriculum, its targets, student attainment and their part in the process of improvement.

### **General**

- The duties and responsibilities of the post will be subject to those detailed in the Academy contract issued to all teachers.
- This Job Description does not define in detail all the duties/responsibilities of the post. It will be reviewed at least once a year as part of the performance management process and may be subject to modification or amendment after consultation and agreement with the post holder.
- Staffs' individual priorities for each academic year will be identified through team plans. It is the responsibility of each individual member of staff to meet the agreed targets within the context of the Academy's improvement plan.
- Team priorities for each academic year will be identified through the Academy's improvement plan. It is the responsibility of the Vice Principal to ensure team plans are implemented, monitored and reviewed and for individual team members to meet the targets set.

**PERSON SPECIFICATION:****APPOINTMENT OF: VICE PRINCIPAL**

| MINIMUM REQUIREMENTS   | MEASURED BY:<br><br>A) APPLICATION<br>B) TEST/EXERCISE<br>C) INTERVIEW |
|--|--|
| <b>QUALIFICATIONS/TRAINING:</b><br><br><b>It is essential that the post holder has:</b> <ul style="list-style-type: none"> <li>• Qualified Teacher status.</li> <li>• Degree (or equivalent).</li> <li>• Evidence of recent and relevant professional development.</li> <li>• Evidence of recent and relevant leadership and management qualifications.</li> </ul>   | <b>A</b>   |
| <b>EXPERIENCE/KNOWLEDGE:</b><br><br><b>It is essential that the post holder has/is/will:</b> <ul style="list-style-type: none"> <li>• Be a capable, energetic and motivating leader who engages people naturally and can operate within a sophisticated network of partnerships and stakeholders.</li> <li>• A well-developed philosophy of high aspirations and expectations for every student such that they will receive a good education and achieve high standards.</li> <li>• An ability to articulate a clear vision of how high standards are secured through effective provision that impacts on learning outcomes.</li> <li>• Significant and successful leadership and management experience as a Vice/Assistant Principal.</li> <li>• Outstanding knowledge and understanding of national education priorities, policies and programmes and how these impact on the curriculum and learning experiences of students.</li> <li>• Successful experience of Academy self-evaluation and its use in strategic planning.</li> <li>• Proven track record of managing change that has had a demonstrable impact on teaching, learning and standards.</li> <li>• Positive experience of developing individualised learning programmes in students and staff using the full range of resources to support it.</li> <li>• An ability to form effective working relationships with a wide range of partners and stakeholders in and out of the Academy.</li> <li>• A track record as an effective and efficient subject teacher of students of all abilities and can demonstrate significant impact on progress and learning outcomes.</li> </ul> | <b>A &amp; C</b>   |

| MINIMUM ESSENTIAL REQUIREMENTS  | MEASURED BY:<br><br>A) APPLICATION<br>B) TEST/EXERCISE<br>C) INTERVIEW |
|---|--|
| <p><b>SKILLS AND ABILITIES:</b></p> <p><b>It is essential that the post holder has/is/can:</b></p> <ul style="list-style-type: none"> <li>• Support the Principal in the leadership and management of the Academy and act on their behalf in the event of their absence.</li> <li>• Committed to the pursuit of excellence in educational standards and quality.</li> <li>• Committed to high standards, continuous improvement and quality assurance.</li> <li>• Committed to quality staff development and personal and professional progression.</li> <li>• Committed to student involvement and responsibility within the Academy and its operation.</li> <li>• Able to articulate a vision underpinned by targets and goals aligned with an ability to empower others.</li> <li>• An ability to translate that vision into reality.</li> <li>• Highly developed interpersonal and communication skills.</li> <li>• The ability to manage change, lead innovations and meet challenges successfully.</li> <li>• Strong negotiating and influencing skills.</li> <li>• An ability to command respect from students, staff, parents, governors and the wider community and be a strong identifiable presence in the Academy.</li> <li>• Open to challenge, risk taking and creative ideas.</li> <li>• An ability to understand, analyse and make effective use of a wide range of data.</li> <li>• A creative and innovative thinker.</li> <li>• Dynamic and positive.</li> <li>• An excellent health and attendance record.</li> <li>• Pragmatic and proactive.</li> <li>• Resilient when working under pressure.</li> <li>• A team player.</li> </ul> | A & C  |
| <p><b>OTHER:</b></p> <p><b>It is essential that the post holder has/is/will:</b></p> <ul style="list-style-type: none"> <li>• Responsible for improving the quality of teaching and learning and for raising standards within the Academy.</li> <li>• Ensure that students receive a good education and achieve standards that are at least in line with or better than those expected of them.</li> <li>• Have a strong commitment to comprehensive education.</li> </ul>  | A - C  |
| <p><b>ADDITIONAL FACTORS:</b></p> <p><b>It is essential that the post holder is/has/can:</b></p>  | C  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Excellent written and verbal communication skills.</li> <li>• Adaptable to changing circumstances and new ideas.</li> <li>• Approachable and enjoys being highly visible to children and parents.</li> <li>• Adaptable, enthusiastic and reliable with personal impact and presence.</li> <li>• Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively.</li> <li>• Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement.</li> <li>• Passionate about delivering high quality education to children and their families.</li> <li>• Values diversity and the unique place and contribution every individual makes to the learning community.</li> <li>• Demonstrate professionalism, loyalty and integrity.</li> <li>• A willingness to undertake appropriate training.</li> </ul> |  |
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## How to Apply

The Alpha Academies Trust requires an application form to be completed, please note CV's alone will not be accepted. Should you wish to apply, completed application forms should be sent to [apply@alphaacademiestrust.co.uk](mailto:apply@alphaacademiestrust.co.uk) quoting the job reference number detailed on the front page of this document. Your formal letter of application (supporting statement) should be no longer than 2 sides of A4 and should address:

- Why the post attracts you
- How your experiences and achievements match the job and person specification

**Closing Date: Thursday 25<sup>th</sup> March 2021 at 9:00am**

**Interviews: Thursday 1<sup>st</sup> April 2021**

Please note, it is the policy of The Alpha Academies Trust to contact shortlisted candidates only.

## Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

## Academy Location

**Discovery Academy:** Discovery Drive, Stoke-on-Trent, ST2 0GA

**Excel Academy:** Milton Road, Sneyd Green, Stoke-on-Trent, ST1 6LG

**Eaton Park Academy:** Arbourfield Drive, Bucknall, Stoke on Trent ST2 9PF.

**Maple Court:** Beverley Drive, Bentilee, Stoke-on-Trent, ST2 0QD

**Reach KS3:** Chelson Street, Longton, Stoke-on-Trent, ST3 1PT

**Sneyd Academy:** Sneyd Street, Burslem, Stoke-on-Trent, ST6 2NS

## Additional Information

Ofsted Reports: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Information about Stoke City council: [www.stoke.gov.uk](http://www.stoke.gov.uk)

A copy of the most recent inspection report, and copies of the Safeguarding and Safer Recruitment Policies can be found on the Academy website.