

Vice Principal Recruitment Pack



Co-op Academy
Manchester



Letter from the Principal

Dear Applicant,

Thank you for your interest in applying for the position of Vice Principal - Behaviour and Attitudes. This role is a key position in the academy, and the successful candidate will join a team of highly motivated and talented colleagues, both at a leadership level and across the rest of the academy.

This is a really exciting time to be joining our academy as we continue on our journey towards excellence in everything. This post is instrumental in achieving our vision.

The successful candidate will have the knowledge and skills to add value in these areas, but will also be flexible and creative, with a passion for education and a track record of excellent teaching and building great relationships with students, staff and parents.

Since the academy opened in 2010, it has gone from strength to strength and due to its reputation and success has recently undergone a significant expansion to accommodate growth in student numbers. Having previously been the most improved school in Manchester in 2016, the academy has enjoyed its best results ever, with attainment in both Maths and English above national and significantly high progress measures. The academy has been in the top 1% of all schools nationally with its excellent attendance at over 97%.

The academy is proud to be part of the Co-op Academies Trust, and enjoys excellent links with the sponsor (The Co-op Group). As part of the Trust, there is a superb network of like-minded schools and a supportive network of talented colleagues.

In 2014, the academy outperformed other sponsored academies nationally and was judged by Ofsted as 'Good' with many outstanding features. We are delighted that at our recent re-inspection in February 2018 the academy was again judged to be "Good" with many outstanding features including leadership and management.

The culture of the Academy has a strong ethical stance, using the Co-op's values and principles to inspire individuals in the academy to develop as global citizens and to be the best they can be. We have three core values; Fairness, Ambition and Respect, which are embedded into the life of the academy.

I am looking for a person with integrity who is genuinely committed to improving the life chances of young people and adults, not only in the academy but also in the Blackley community.

Please get in touch if you would like to discuss the role or would like to visit. I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'A. Beard', enclosed in a thin black rectangular border.

Mr Chris Beard, Principal

The application process

The closing date for applications is 4pm on Thursday 3rd February 2022

Interviews for shortlisted candidates will provisionally take place on Thursday 10th and Friday 11th February 2021

General discussions

For an informal chat about the role and the academy or to arrange a visit, please contact Chris Beard, Principal, christopher.beard@coopacademies.co.uk

How to apply

Please ensure you complete the application form clearly addressing the person specification. This should be returned electronically to Mrs C Downend, claire.downend@coopacademies.co.uk

All applications will be acknowledged on receipt.



“We exist to value each other and bring out the best in everyone”

(Staff and Students 2010)

Our vision - Excellence in Everything

At our academy, everything we do is focused on ensuring every young person has every opportunity to achieve and realise their full potential. We want only the best for our students, and in order for our students to excel and achieve their success, our vision for the Academy is to:

- Deliver a high quality balanced, modern education using innovative teaching
- Develop happy, motivated young people, valued for their individual skills and abilities
- Equip our students for their futures, developing agile learners
- Prepare students for work through strategic partnerships spanning education, business and the community
- Allow students many opportunities to be imaginative, original and work together
- Understand and meet the particular learning needs of each student
- Provide a learning environment designed to inspire creativity and drive enterprise
- Provide first-class support structures to allow students from all backgrounds and circumstances to thrive



Our values

- Fair and seen to be fair to everyone
- Ambition, to raise aspirations and inspire all of us to achieve
- Respect shown to ourselves, each other and our community

As part of the Co-op Academies Trust, we are proud to adopt the Co-op 'Ways of Being' as a guide to all we do.



You can find out more about these, and our colleague recognition evening by visiting

<https://www.coopacademies.co.uk/about-us/ways-co-op>

Our Strategic Strands for Improvement

September 2021 saw the launch of the academy's new strategic improvement strands. These will shape improvement across the academy at all levels. We welcome applications from candidates who can add value to any of these areas :

Curriculum - provide a broad and rich curriculum (and extra-curricular experiences) that is engaging and relevant and which builds skills and knowledge in a carefully planned way, maximising value from connections across subjects and over time. Ensure T&L is always good and better through high-quality CPD, a commitment to pedagogy, excellent subject knowledge, high levels of engagement and effective support and challenge.

People - Staff feel supported and can develop, and unnecessary workload is tackled. Leadership development for staff and students is a strong feature of the academy's work. There are carefully planned opportunities for staff to develop within the academy and across the Trust. Opportunities for student leadership are exploited in the classroom, through the family system and at extracurricular activities as well as through more formal student voice and student leadership structures.

Culture - The academy is a great place to work because relationships between stakeholders are positive, students demonstrate good behaviours for learning and good conduct. Staff and student morale is high because stakeholders have a voice. All stakeholders have the support around them that they need to succeed. The academy values and the Ways of Being permeate all that we do.

Community - The academy is active in its positive engagement with the community and successfully works in partnership within and beyond the Trust. The academy is developed as a community resource with a full programme of community use & lettings. The academy adds value to the community and its reputation is strong, leading to being oversubscribed year on year.

Job Description

Vice Principal - Behaviour and Attitudes

Reports to: The Principal

Start date: April or September 2022 (negotiable for the right candidate)

Salary: Leadership scale L22 - L26 (£70,745 to £78,025)

The Role

The Vice Principal will be responsible for Behaviour and Attitudes. This will include overseeing the pastoral system in its entirety and the key elements that feed into it - safeguarding, the family system, alternative provision and external providers; taking the lead role in ensuring the behaviour policy and systems are effective and applied consistently across the academy.

Overseeing the reflection and reset provision (internal exclusion) and the whole school detention system; working with the Learning and Pastoral, Support Officers (LPSOs) to ensure students are challenged and supported in the right way; supporting staff with teaching and promoting positive behaviours through training, devising robust systems and leading by example.

As a member of the Senior Leadership Team, they will also be responsible for the overall leadership and management of the academy, and ensuring all staff work according to the academy values to secure the highest possible standards and outcomes for all our students.

Key responsibilities

- To lead all aspects of student behaviour in the academy and off-site provisions.
- To ensure inclusivity is at the heart of our practices and protocols and exclusion rates decrease by exploring all avenues, including managed moves and off-site provision.
- To plan and implement effective behaviour systems, routines and provisions on a whole-school basis.
- To lead and contribute to an ethos in the academy where the student is valued and encouraged to develop both educationally and personally.
- Drive-up educational standards, promote lifelong learning and continually improve outcomes for all.
- To work alongside the Vice Principal Curriculum to provide alternative provision to vulnerable students who are either at risk of exclusion, repeated internal exclusion students, unable to cope in mainstream education or students that are being reintegrated into academy from off-site provision.
- To work alongside Vice Principal Curriculum, to ensure full implementation of the academy's curriculum intent for all students in our on-site alternative provision, thereby providing a personalised learning programme for each learner with individual learning targets, tutorial sessions, and timetable adjustments in accordance with the academy's policies and procedures.
- To work with the Internal Exclusion Manager to provide purposeful work resources, restorative justice and repair work for students who may have been removed from mainstream lessons due to poor behaviour.

Accountable for:

- Line management of allocated Director of Learning Zone; a team of Learning Support/Pastoral Officers (LPSOs)

- Line management of the Assistant Vice Principal - Safeguarding and Assistant Vice Principal Behaviour
- Line management of the central clerk to ensure behaviour records and systems are up to date and run smoothly.
- Leading and managing the Internal Exclusion team to ensure that purposeful work is set and restorative systems are in place.

Outcomes and activities

Leadership of Behaviour and Attitudes

- The management of a clear, robust behaviour system at all levels, from the individual student to the whole academy, ensures that rules and protocols are actioned fairly and consistently across the academy.
- Using Class Charts data to provide reports and useful information for teachers, subject leaders, senior leaders, governors and the Trust as appropriate, using this data to inform teachers' practice and lead in the development of new strategies and initiatives, which will in turn improve students' behaviours.
- To attend and support the Principal at 'In Year Fair Admission Process' (IFAP) meetings.
- To form and liaise with outside partnerships that support our behaviour system, including managed moves and alternative provisions.
- Through training and other forms of communication, develop the behaviour system so that all teachers fully understand it and have a range of effective strategies to use when dealing with challenging behaviours.
- To ensure that parents and students understand the behaviour system, so that parents can support students in their behaviours and students are able to know and express what they need to do in order to display better behaviours.
- To write, update and implement all policies relating to behaviour, discipline and pastoral and welfare.
- To raise the profile of the academy through regular communications with parents/carers and the wider community.
- To maintain clear lines of communication with governors - keeping them abreast of any developments, which fall under behaviour, attitudes and welfare.
- To oversee and lead the whole academy detention system.
- To work with the Principal to determine when suspensions are necessary.
- To have a detailed understanding of national inspection frameworks in relation to behaviour.
- To work closely with the other Vice Principal to ensure that behaviour data is analysed alongside attainment data.

Support to the Academy Improvement Process including:

- To be responsible for the writing and delivery of relevant sections of the Academy Development Plan and self-evaluation processes
- Hold Middle Leaders to account for the progress and achievement of all students.
- Ensuring the academy has an inclusive approach when writing and implementing behaviour policies, striving to promote inclusivity and lower exclusion rates.

Given the rapid rate of change in education and our ambitions for continued improvement at the academy, from time to time the successful candidate may have to undertake other professional duties as directed by the Principal. In addition, candidates should understand their role may well broaden and that all roles have an annual review to ensure the team is working as efficiently as possible. All members of the leadership team have a range of other responsibilities from year to year.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant CPD

General - Experience

- Working at a senior leadership level.
- Having led a team in the development and implementation of a whole school system or initiative whole school level which had a sustained and demonstrable impact on pupil progress.
- Be a good to outstanding practitioner in the classroom and delivering results, which reflect this.
- Having significantly contributed to the work of a senior leadership team, which has resulted in positive, successful outcomes for all of the wider school.
- Delivering staff training and undertaking professional development of other teachers. • Proven track record of improving achievement and attainment at a strategic level • Self-evaluation and action planning.
- Holding others to account and tackling under performance. • Line Management of highly performing teams

Behaviour, Attitudes and Pastoral – Experience of:

- Fostering positive, professional relationships with colleagues.
- Leading by example when interacting with students showing unconditional, positive regard for all.
- De-escalating conflict when dealing with staff and students.
- Effectively managing challenging conversations at a parent/carer level.
- Supporting others when dealing with students that present challenging behaviours.
- Using behaviour data to inform their teaching and that of wider teams
- Delivering a vision for behaviour that supports outstanding teaching and learning
- Contributing to the development and implementation of a behaviour system that has proved successful.
- Setting high expectations for students' behaviour and through clear communication, delivering those key messages to a range of audiences, including staff, parents/carers, governors and the wider community.
- Contributing to or leading discussions around behaviour, which led to new initiatives put in place.
- Working with external agencies to support students' behaviour and attitudes.

Teacher development - Experience of:

- Understanding what outstanding teaching looks like, how to diagnose weaknesses in teaching and delivering coaching and mentoring to improve it
- Conducting lesson observations and providing constructive feedback as a tool for improvement.
- Supporting others in the specific areas of data, curriculum development and assessment

Leadership and management – The ability to demonstrate:

- An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile
- Versatility and flexibility of own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach
- High personal standards
- Meet deadlines and manage a fluctuating workload. • Strong interpersonal, written and oral communication skills • Strong organisational skills:
- The ability to delegate

- The use of effective time management
- The ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities
- Genuine passion and belief in the potential of every student
- The ability to demonstrate unconditional positive regard towards young people
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role
- An educational vision aligned with the academy's high aspirations and high expectations of themselves and others.
- Willingness to innovate and lead by example.
- Confident and effective presentational skills during public speaking
- Deliver excellent assemblies, open evenings and parents' events
- Skillfull management and maintenance of working relationships with parents and other stakeholders
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Up to date knowledge of local and national policy around behaviour in schools.

"Co-op Academies Trust, as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf".

We very much regret that we are only able to inform short-listed candidates of the outcome of their application. If you do not hear from us within four weeks of the closing date, please assume that you have been unsuccessful on this occasion.

