



Erdington Hall Primary School
SUMMIT LEARNING TRUST

Vice Principal Vacancy

CANDIDATE INFORMATION PACK



'Strength Through Diversity'
'Ambition Through Challenge'
'Excellence Through Curiosity'

Erdington Hall Primary School, Ryland Road, Erdington. Birmingham, B24 8JJ



Erdington Hall Primary School
SUMMIT LEARNING TRUST

CONTENTS

Advert and return details

A letter from the Chair of Governors

About our School

Job Description

Person Specification





Erdington Hall Primary School
SUMMIT LEARNING TRUST

ADVERT – VICE PRINCIPAL

Required to start as soon as possible

Full time

L13 – L17 (£56,721 – £62,570). Starting salary point is dependent upon experience.

Erdington Hall Primary School is part of the Summit Learning Trust which comprises of four primary schools, three secondary schools and a sixth form.

The school is seeking to appoint a dynamic and highly motivated Vice Principal to join our highly effective Senior Leadership Team. Erdington Hall is warm and welcoming and has enthusiastic and happy learners. Children love coming to school and are keen to learn. We pride ourselves on being an inclusive school with high expectations and a commitment to providing the very best experiences for all our children.

We encourage candidates to apply who:

- Are passionate about promoting excellence in teaching and learning
- Have the wellbeing of every child at the heart of their vision and ethos
- Will support the Principal in maintaining high standards and achievement
- Will be calm and focused in challenging circumstances
- Is an outstanding teacher with experience of leading improvements
- Has the ability to motivate, support and inspire both pupils and staff

The successful candidate can expect:

- Children who are fully engaged enthusiastic learners
- A hard-working dedicated staff
- Aspirational families from diverse cultural backgrounds
- A harmonious community with shared values
- The opportunity to work with a collegiate team of senior leaders within the Trust

We warmly welcome enquires and visits to the school. Please contact the school office on **0121 464 3122** to arrange informal visits which have been arranged for **Thursday 27th January at 2:00pm and 4:00pm.**

Completed applications should be returned to: **recruitment@summitlearningtrust.org.uk**

For further information about all our vacancies please visit the trust website:

<http://www.summitlearningtrust.org.uk/category/nat-vacancies/>.

Closing date: Friday 4th February 2022 at 12 noon.

Interviews: Week beginning 14th February 2022.

We welcome applications regardless of age, gender, ethnicity or religion. Summit Learning Trust is committed to safeguarding and promoting the welfare of children and young people in our academies. All appointments will be subject to an enhanced Disclosure and Barring Service check.

Letter from the Chair of the Local Governing Body

14 January 2022

Dear Applicant,

Thank you for your interest in Erdington Hall Primary school. I hope that you have had the opportunity to visit, talk to the Principal and check out the websites for the school and Trust.

I have been Chair of Governors at Erdington Hall for nearly five years, and I am very proud to see how the school has developed and grown during that time under the leadership of the Principal and other leaders, and in partnership with leaders from across Summit Learning Trust. The Erdington Hall team, including the Local Governing Body is very committed to providing the best possible educational experiences for all the children at Erdington Hall. They work very hard to do this.

The Local Governing Body has a good deal of expertise within the education and safeguarding sector. I am the Headteacher at a large primary school and our safeguarding and pupil premium governors are both teachers working within the secondary sector. We meet twice a term and are fully involved in all aspects of school life. We actively encourage visits from governors into school and encourage staff to attend Governor meetings as well as meeting with Governors when they are in school. I firmly believe that by working together and providing honest and supportive challenge, this helps us all move forward together for the benefit of all the children at Erdington Hall.

Our previous Vice Principal has now been promoted to Principal in one of the Trusts other academies, so we are looking forward to appointing an enthusiastic, committed and passionate new Vice Principal to work alongside our Principal, other leaders, staff and Governors in continuing to make Erdington Hall a Good and even better school for all its young people. I look forward to receiving your application.

Yours sincerely,

Gill Turner

Chair of Governors

ABOUT OUR SCHOOL

Erdington Hall Primary School is a two-form entry primary school with a 52-place nursery serving a diverse community in south Birmingham. The school is part of Summit Learning Trust which comprises of four primary schools, three secondary schools and a sixth form college.

Summit Learning Trust is committed to delivering the following mission statement:

‘Summit Learning Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities’.

OUR VISION

At Erdington Hall Primary, every child is recognised as a unique individual. Our aim is to provide our pupils with an engaging, exciting, and empowering curriculum that equips them for today and tomorrow. We celebrate and welcome diversity within our school community and recognise that each child comes with different experiences. We are an inclusive school. At Erdington Hall we promote equality, challenge discrimination, and promote social justice.

Taking into account the need of all our pupils, we have developed our curriculum to:

- Instil a deep love of learning of **knowledge** and **skills** through the teaching of a broad and balanced curriculum
- Provide **collaborative** and **independent** learning experiences that promote **curiosity**, **creativity** and develop cultural capital
- Help our pupils become **confident, ambitious and articulate communicators**, who use subject language effectively
- Enable pupils to make links and **transfer skills** and **knowledge** to all aspects of learning
- Encourage pupils to **contribute positively** to life in modern Britain and take pride in their achievements

The trust is structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, Directors and Governors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place. Outcomes will be outstanding.



Erdington Hall Primary School
SUMMIT LEARNING TRUST

OUR LEADERSHIP STRUCTURE

Principal Mrs. Wendy Cotterill			
Vice Principal Vacancy			
SENCO & EYFS Lead Teacher Katie Rainbow	Curriculum Lead Teacher Amber Norwood	English Lead Teacher Jo Carpay	Maths Lead Teacher Tom Edwards

OUR CURRICULUM

The broad and balanced curriculum at Erdington Hall Primary School is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need to take advantage of opportunities, responsibilities and experiences of later life. The end points the curriculum build towards what pupils need to know and be able to do to reach those end points.

It promotes the rigour of intellectual challenge and fosters curiosity and a lifelong love of learning.

The curriculum is designed to nurture children as individuals in a culture where they are resilient and confident. In addition to this, we recognise the need for effective communication skills, so our curriculum is language rich, supporting the acquisition of high quality written and spoken English.

We teach our curriculum in an engaging, interesting, and inspirational way primarily through a skill-based, topic approach. These topics cover most subjects, excluding Mathematics, RHE/PSHE, PE, Computing and Religious Education, for which there are discrete schemes. However, we actively seek opportunities to link these core areas of the curriculum to the broader topics. The needs, skills and interests of all our pupils lie at the heart of this thematic learning.



Erdington Hall Primary School
SUMMIT LEARNING TRUST

We acknowledge that where the children's interests are reflected in lessons, levels of engagement are high. Through this approach, we aim to provide a rich diversity of exciting themes that appeal to our children while meeting the requirements of the National Curriculum.

We are proud of our community and believe that together we achieve more. We strive to promote positive relationships between home and school since we recognise the important role of parents and carers in engendering strong moral, social, cultural, spiritual, physical and mental development, and thus the well-being of the individual. We believe that through education, we affirm our joint commitment to the virtues of truth, justice, honesty and sense of duty and the promotion of British Values.

At Erdington Hall, we strive to uphold the following principles:

- Every child should be confident in the self-belief that they have the chance of success
- The curriculum is tailored to pupil's individual needs
- Pupils learn best from a broad, challenging and coherent curriculum
- The curriculum involves first-hand experience; it is founded in children's interests and develops their aspirations
- Achievement in a range of subjects across the curriculum and beyond improves pupils' confidence and self-esteem, empowering them to tackle greater challenges
- The curriculum should prepare children for the future





Erdington Hall Primary School
SUMMIT LEARNING TRUST

Job description

Vice Principal - Primary

Job title	Vice Principal
Grade	L13 - L17
Responsible to	Principal, Directors, Erdington Hall Local Governing Body
Main purpose	To provide professional leadership for the school, within the MAT, which secures its success and improvement, ensuring high quality education for all its students and outstanding standards of learning and achievement.
Effective from	28th February 2022

SUMMIT LEARNING TRUST MISSION STATEMENT

Strength through diversity
Ambition through challenge
Excellence through curiosity

Teaching commitment: Teach Year 6 pupils (AM only)

Job purpose:

To carry out the professional duties of Vice Principal as directed by the Principal to ensure the effective management of the school on a day-to-day basis.

To undertake the professional duties of the Principal, in the event of absence from the school.

To play a major role under the direction of the Principal in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

To provide professional leadership and management of School Improvement Plan priorities

To develop, drive and be accountable for outcomes in an improvement priority

To work with others collaboratively to drive through all improvement priorities

The Vice Principal will have delegated responsibilities which are school wide. This will be in addition to carrying out the professional duties of a teacher other than the Principal

Main duties and responsibilities:

1. Strategic direction and development of the school

1.1 Provide inspiring and purposeful leadership for the staff and students at the school.

1.2 To work in partnership with the local governing body, staff and parents generating the ethos and values which will underpin the school.

- 1.3 To work with the Principal and partner Trust Principals to develop and implement a SIP, based on principles of Balanced Scorecard, which will secure continuous school improvement.
- 1.4 To work with the Principal and the Education Director for Primary to monitor and evaluate the performance of the school and respond and report to the Trust Directors as required.
- 1.5 To ensure that management, finances, organisation and administration of the school supports its vision and aims.
- 1.6 To ensure that school policies and practices take account of national, local and school requirements.
- 1.7 To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and act if necessary.
- 1.8 To work with the Principal to ensure that all those involved in the school are committed to the Trust's aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets which secure the educational success of the school.

2. Teaching and learning

Working alongside the Principal and the Education Director for Primary and with partner Trust Principals and senior leaders: -

- 2.1 Continue to maintain an environment that promotes and secures always good and frequently outstanding teaching, effective learning, high standards of achievement and excellent behaviour.
- 2.2 Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- 2.3 Ensure that students develop the skills to learn more effectively and with increasing independence.
- 2.4 To ensure excellent progress is made by all groups of learners including the most able, SEND and disadvantaged.
- 2.5 Determine, organise and implement a policy for the personal, social and moral development of pupils.
- 2.6 Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- 2.7 Determine and implement policies which promote:
 - a) Positive strategies for developing good race relations and dealing with racial incidents.
 - b) Equality of access.
- 2.8 Determine and implement positive strategies and programmes which ensure excellent pupil behaviour and discipline and give support and clear guidance on exclusions.
- 2.9 Develop and maintain effective links with the community including business and industry, to extend the curriculum and enhance teaching and learning.
- 2.10 Continue to maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development.
- 2.11 Promote and support extra-curricular activities in accordance with the educational aims of the school and Trust.

3. Leading and managing staff

- 3.1 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.
- 3.2 Implement and sustain effective systems for the management of staff performance, incorporating performance management, appraisal and target setting.
- 3.3 Promote and monitor the continuing professional development of staff, including the induction of early career teachers.
- 3.4 Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of teachers, including those of the Principal.
- 3.5 Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification, along with Principal and The Education Director for Primary, areas in which the Principal would benefit from further training and undergoing such training.
- 3.6 Ensure the Vice Principal or suitable person, assumes responsibility for the delivery of the principal's function at any time when absent from school.
- 3.7 Continue the development of good working relationships with Trust Directors, local governing body, staff, students, parents/carers and the community.

4. Efficient and effective deployment of staff and resources

- 4.1 Work with governors the Principal and the Education Director for Primary to recruit and retain staff of the highest quality.
- 4.2 Plan for the security and effective supervision of the school buildings, their contents and the grounds.
- 4.3 Work with the Principal and the Education Director for Primary to set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- 4.4 Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- 4.5 Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- 4.6 Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

5. Accountability

- 5.1 Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- 5.2 Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors the local community, OFSTED and others to enable them to play their part effectively.
- 5.3 Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- 5.4 Provide information, objective advice and support to the governors to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.

6. Safeguarding Children & Safer Recruitment

Summit Learning Trust is committed to safeguarding and promoting the welfare of children and young people in our academies and expects all staff and volunteers to share this commitment. All appointments will be subject to an enhanced Disclosure and Barring Service check (with a children's barred list check).

Actions

The Vice Principal should work with the Principal to ensure that:

- The policies and procedures adopted by the Board of Directors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Whilst every effort has been made to explain the main duties and responsibilities of the post it may not identify every individual task that is required.

This job description is current at the time of appointment but you may be directed to undertake other duties as required to ensure the smooth running of the school and following consultation with you, the job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification - Vice Principal (Primary)

The successful candidate will be suitably qualified with a breadth of relevant experience and capable of inspiring trust and confidence across a diverse range of students, staff and parents.

	Essential	Desirable
Qualifications	<p>Graduate, qualified teacher status</p> <p>Evidence of continuing professional development</p>	<p>Completed or working towards NPQH and/or management/post graduate qualification</p> <p>Completed DSL training</p>
Relevant experience	<p>Successful leadership at senior level in a primary school/academy</p> <p>Experience in the management of effective systems and practices to lead subject areas in quality assurance, supporting pupil progress and attainment</p> <p>Experience of encouraging and developing excellent inclusion practice</p> <p>Experience of school/academy self-evaluation, monitoring and evaluation</p>	<p>Experience of teaching in at least two primary schools/academies</p> <p>Proven record of improving engagement of challenging pupils in present post</p> <p>Experience of using data to close gaps for vulnerable groups</p> <p>Experience of curriculum developments in PSHE/RHE</p> <p>Experience of Special Needs Education (SEN)</p> <p>Experience of managing and working with external agencies to support pastoral systems</p>
Professional knowledge, skills and competences	<p>Excellent communication skills, both written and verbal and the ability to communicate effectively with a variety of audiences</p> <p>Ability to monitor and manage the performance of staff</p> <p>Ability to work within a team and manage time effectively</p> <p>Excellent interpersonal skills, including the ability to lead and manage people to work towards common goals</p> <p>Excellent strategic and creative skills including the development of innovative timetabling and curriculum experiences which support pupil development</p> <p>Ability to use ICT effectively and efficiently to enhance teaching and learning</p> <p>Ability to successfully lead teams in the management of change</p> <p>Ability to interact with pupils, staff, parents and the wider community to</p>	

	<p>foster a culture of learning, improvement and inclusion</p> <p>Knowledge of what constitutes the highest quality care, support and guidance</p> <p>Knowledge of how to develop the strategy in the academy so that key pastoral staff contribute to the overall raising of standards</p> <p>Knowledge of the strategies most effective in the raising of standards, pupil achievement and promoting inclusion</p> <p>Knowledge of the opportunities of an academy and current trends in educational development</p>	
Personal qualities	<p>Sharing The Trust's vision and ethos</p> <p>A firm commitment to transforming peoples' opportunities through the academy</p> <p>Energy, enthusiasm and the ability to keep things in perspective</p> <p>Adaptability in the role and the ability to work under pressure</p> <p>Attention to detail and the ability to get things done</p> <p>Ability to set up and monitor appropriate intervention strategies to improve outcomes, prioritise, achieve deadlines and delegate effectively</p> <p>Within the line management structure the ability to analyse trends in performance and set departmental targets</p> <p>A belief that every person matters and a commitment to the potential of every pupil</p> <p>Ability to develop good relationships of respect, trust and professional regard with create capacity in others</p>	
Special requirements	<p>Enhanced DBS clearance</p> <p>Compliance with all School and Trust policies</p> <p>Safeguarding and promoting the welfare and success of all students and young people.</p> <p>The implementation of equal opportunities practice.</p> <p>Promoting the stated aims and policies</p>	