

Ernulf Academy



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Ernulf Academy

VICE PRINCIPAL

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our Regional Director

Dear Candidate,

Thank you very much for your interest in becoming a Vice Principal at Ernulf Academy.

The academy has just over 700 students on roll in Years 7-11 and is increasing rapidly. Ernulf is brimming with potential. The position provides a genuinely exciting opportunity to be a pivotal member of a senior leadership team, in its next phase of school improvement as it moves towards excellence. Strong improvements have already been made since the start of the academic year.

To ensure that we continue to excel and strengthen further, we are keen to attract exceptional colleagues to join the staff team and school community to realise the potential evident within Ernulf. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

Ernulf Academy is part of Astrea Academy Trust and is on a strong improvement journey developing a strong curriculum, good teaching and effective pupil support. We are now looking for a leader who is aligned with our values and will support the Principal in accelerating the school's journey to excellence. The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's improving foundations. You will be a team builder, able to motivate staff and pupils.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We fully recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Mark Neesam, Principal at: Mark.Neesam@astreaernulf.org
If you would like an informal conversation with me, please do not hesitate to get in touch. To arrange a telephone or Teams call, please contact Jo.Myhill-Johnson@astreaacademytrust.org

With very best wishes,

Jo Myhill-Johnson

Regional Director, Astrea Academy Trust

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Job Description

JOB TITLE: Vice **Principal**

REPORTING TO: **Principal**

SALARY RANGE: **L18-L22 (£68,696-£75,765)**

CONTRACT TYPE: **Permanent**

WORKING PATTERN: **Full time**

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Role Description

Purpose

The Vice Principal will assist the Principal in ensuring the educational success of their academy within the framework of their individual academy's strategic plans. They will provide professional leadership and management within their individual academy and must help to establish a culture that promotes academic excellence, equality and high expectations for all students. They will implement the Academy vision and be responsible for matters relating to the efficient and effective organisation, management and leadership of the academy. They will deputise for the Principal if absent, on all matters, where required.

Key Accountabilities

- The effective implementation and embedding of the agreed Astrea vision, principles and policies within the academy.
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest standards in all areas of academy work.
- Take responsibility for day to day management of the school alongside the Principal and leadership team, and in the Principal's absence, take full responsibility for the school.
- In partnership with the Principal and rest of the leadership team, ensure the safeguarding of all pupils, and that the safety and well-being of pupils and staff is promoted and maintained at all times.

Main Duties and Responsibilities

Shaping the Future (Strategic Leadership)

- Work under the guidance of the Principal to develop the shared vision and strategic plan for the academy, which is responsive to the community it serves. At the core of this should be the academic and personal development of the students.
- Support the Principal in implementing the academy's vision and strategic direction so that it is understood and acted upon by all stakeholders.
- Work within the academy community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain academy improvement.
- Ensure the sustained raising of aspiration, achievement and attainment, is met in an academically rigorous, inclusive and sustainable manner.
- Ensure the academy achieves its performance targets.

- Demonstrate the vision and values of Astrea in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Promote the academy, and the Trust and develop effective and productive relationships with a wide range of stakeholders.
- Secure the commitment of parents and the wider community to the vision and direction of the academy and the Trust.
- Challenge, motivate and empower others to attain ambitious outcomes.

Leading the Educational Provision

- Drive and inspire a passion for learning in every member of the academy community.
- Provide a model of outstanding practice to all staff in teaching and academy leadership.
- Ensure the curriculum is rich, relevant and develops a general knowledge of the world.
- Foster a welcoming ambience in which impeccable standards of behaviour are sustained on a daily basis in order to provide a calm and purposeful environment for students.
- Secure and sustain effective teaching and learning throughout the academy by ensuring sound strategies are in place for developing, monitoring and evaluating the quality of education delivered using benchmarks and setting targets for rapid improvement.
- Ensure a continuous and consistent focus on academic achievement and personal development.
- Support the creation of a positive culture of challenge, support and high expectations, in order to achieve the academy Strategic Academy Development Plan.
- Ensure that all students make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion.
- Ensure effective and appropriate pastoral support is available to students.
- Ensure innovation and the use of appropriate new technologies which improves the educational delivery for students.

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Role Description

Main Duties and Responsibilities cont.

Developing Self and Working with Others

- Treat everyone within the academy fairly and equitably.
- To support the principal in actively and astutely managing the workload of staff to make sure that the processes within the school are sensible, essential and conducted in an efficient manner.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Appraisal and Capability policies and procedures.
- Ensure a high standard of professional development for all staff and for yourself, including attending all mandatory training events.
- To build a collaborative learning culture within the academy and actively engage with other academies within the Trust and the wider Astrea family to build effective learning communities.
- Work with all staff to build effective teams.
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff.
- To support the Principal to ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and delegation of responsibilities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below.
- Support the effective and consistent implementation of the Astrea Appraisal Policy and other systems of quality assurance and professional development of teachers.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy, the Trust and the wider Astrea family

- Develop capacity through coaching and mentoring members of the staff team.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development across the Trust.

Leading the organisation

- Support the Principal in organising and managing the people and resources in the Academy to provide an efficient, effective and safe learning environment
- Using self-evaluation and problem-solving approaches to seek organisational improvements and ensure that the Academy remains fit for purpose
- Have due regard and up to date knowledge regarding all matters relating to Health and Safety
- Have due regard and up to date knowledge regarding all matters relating to safeguarding children and young people
- Collaborate effectively with others, to build capacity across the Academy ensuring resources are effectively and efficiently deployed
- Have good knowledge of legal issues relating to leading and managing an Academy
- Be able to manage others within an accountability framework
- Support the Principal in creating an organisation which enables people to perform at their best and underpins effective employee relations

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Person Specification

Experience

- Currently a senior leader who has a track record of securing clear improvements within your areas of responsibility
- Raised standards of behaviour by raising expectations through clear communication, thorough organisation and high-quality staff training.
- Developed and maintained effective line management relationships.
- Rapidly transformed and maintained the academic outcomes of disadvantaged students.
- Supported and coached different members of staff to improve their own performance and expertise.
- Developed the personal development curriculum to make it more relevant and academically challenging.
- Understand and can demonstrate how you have developed departmental teams to improve aspects of the quality of education.
- Worked closely with Special Educational Needs (SEND) colleagues to improve the academic outcomes of SEND pupils.
- Worked with a variety of stakeholders.
- Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways.

Education and Qualification

- Qualified Teacher Status
- Evidence of recent professional development that prepares for this post.

Skills and Knowledge

- Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school.
- Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school.
- Understanding and ability to communicate and successfully implement strategies across all aspects of the school including accountability, learning, curriculum, administration and communication.
- Proven ability to deliver a collective vision and shared purpose across the academy and Astrea family
- An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration.
- Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour.
- Excellent organisational skills.
- Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact.
- Demonstrate a 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.
- Evidence of a commitment to safeguarding and promoting the welfare of children and young people
- Commitment to promote and support the aims of Astrea.
- **This list is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy.

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About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

