

Vice Principal

Recruitment Pack





An Active Learning Trust School



Dear Applicant

Thank you for your interest in applying for the position of Vice Principal – Behaviour, Attitudes and Personal Development. This is a key role in the academy. The successful candidate will join at an exciting time, with a supportive leadership team.

This role is key in achieving our vision and supporting our values.

Our vision is:

“To provide ALL with the opportunity to succeed, to build confidence and pride in our community.”

Our values are to be:

Ready, Respectful and Safe

The successful candidate will have the skills, knowledge and experience to realise these. They must also be creative and flexible in their approach, with an obvious passion for education and a foundation of excellent teaching and strong relationships with all stakeholders.

Neale-Wade Academy is proud to be part of The Active Learning Trust. The Academy has enjoyed the support and links within the Trust network. There is an excellent range of support and networks with like-minded colleagues.

Following my appointment in September 2019, we have built a strong strategic vision to move forward. Although we have had to deal with the many challenges the past two years has given us, we have still ensured that our plans are robust and most importantly, provide the opportunities for success for all.

The Academy was inspected in November 2021. The report has much to be proud of. It clearly outlines the work that leaders have done to secure future success and provides an excellent opportunity to move forward. We are confident we will realise our vision.

I am looking for a leader who embodies the ethical leadership framework. A professional who has the integrity and commitment to improve the life chances of all in our community.

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

Your faithfully

Mr Graham Horn

Principal

The application process

The closing date for applications is 4pm on Monday 7th February 2022

Interviews for shortlisted candidates will provisionally take place on Thursday 10th and Friday 11th February 2022 as part of a two-day process.

General discussions

For an informal chat about the role and the academy or to arrange a visit, please contact Graham Horn, Principal at Skerr@neale-wade.org

How to apply

Please ensure you complete the application form clearly addressing the person specification. This should be returned electronically to Mrs H Warren at HWarren@neale-wade.org

All applications will be acknowledged on receipt.



"Pupils have a growing respect for each other which, in turn, is improving pupils' attitudes."
Ofsted - November 2021

"Leaders have made swift changes. They have begun to make the school better for the whole community."
Ofsted - November 2021



Vision and Values

Our vision for Neale-Wade and our community is one of opportunity, success, confidence and pride.

Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others, that enables us to be proud of who we are and our community.

Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of opportunities in and out of the classroom is fundamental to our curriculum at Neale-Wade.

Recognising our success is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

The Neale-Wade Way

To enable us to access the opportunities afforded to us and to be able to foster confidence and pride in ourselves and others, we, as a school community will be:

Ready

Ready to learn

Ready for the next phase of our lives

Ready for our next challenge / opportunity

Respectful

Respect ourselves

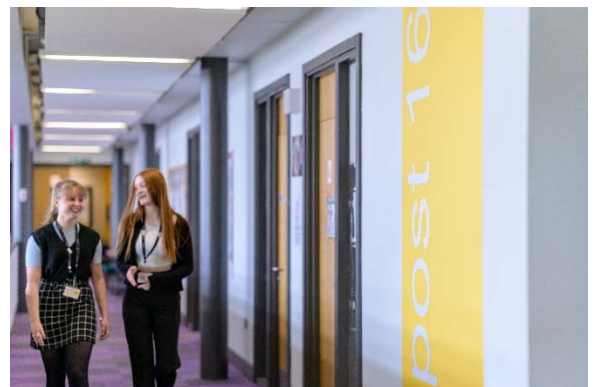
Respect others

Respect our environment

Safe

Keep ourselves safe

Ensure others are safe





Vice Principal for Personal Development, Behaviour & Attitudes

Job Description

Post title:	Vice Principal – Personal Development, Behaviour & Attitudes
Salary:	Leadership Point 20 - 24
Reporting to:	Principal
Responsible for & Line Management of:	Progress Leaders, Attendance Officer, Safeguarding Team Leader
Liaising With:	Principal, Academy Leadership Team, all relevant teaching and non-teaching support staff, Academy Trust, LA representatives and external agencies, parents, carers and governors.
Disclosure level:	Enhanced DBS

Strategic Leadership and Development

The Vice Principal will be required to work as a member of the Academy Leadership Team:

- To share direct accountability for the successful delivery of the vision for the Academy as a whole.
- To lead, plan, manage and ensure the successful delivery of the Academy vision for individual student achievement (in the Academy's broad definition that goes beyond academic achievement) that meets or surpasses expectation.
- To assist in the day to day running of the Academy and, as necessary, deputise for the Principal in his absence.
- To provide strategic leadership and direction to the Academy and its community to deliver high standards of achievement through a comprehensive programme of activities.
- To be a member of the Leadership Team taking a corporate view of policy implementation and an appropriate share of the many and various tasks required of Academy leaders.
- To ensure that all students across the full ability range have maximum support and opportunities to reach their full potential and achieve a position where they can become effective and valued stakeholders in modern society.
- To play a lead part in the community of the Academy.

General expectation of Academy Leadership Team:

- Collaborate as a member of the Academy Leadership Team in order to build and realise the shared vision of excellence and high standards for all students.
- Maximise the effectiveness of all stakeholders in promoting an inclusive academy ethos
- Evaluate outcomes and hold relevant staff to account in relation to clearly agreed priorities.
- To play a major role in determining future strategy for the Academy.
- Contributing actively towards the formulation of all Academy policies and procedures and ensuring their consistent implementation throughout the Academy.
- Agreeing challenging subject targets, including student achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through faculty improvement plans.
- Ensuring high quality teaching and learning in line managed faculties, following the Academy policy for self-evaluation and review.
- To manage delegated budgets effectively.
- Contribute, as appropriate with senior leaders, to training and the professional learning of staff (coaching and mentoring) with an emphasis on care, support, guidance, behaviour, attendance, inclusion and support all staff in achieving the priorities and targets of the academy.
- Support staff in developing a stimulating and challenging environment which secures effective learning and provides high standards of support for students and effective behaviour for learning.
- Ensure that the Principal and governors are well informed about the academy's policies, plans and priorities, its success in meeting objectives and targets and any future development needs.
- To attend Academy leadership meetings as appropriate.
- To engage in the process of appointing new staff including the interview process.
- To participate in duties lunch/break/before and after school.
- Contributing to assemblies.
- Share in the management of student disciplinary incidents, making recommendations to the Principal regarding exclusions and facilitating the process of student re-integration.
- To actively participate in the monitoring evaluation and review of teaching, learning and behaviour. Managing any capability or disciplinary procedures in line with Academy policy, where appropriate.
- To ensure performance management is rigorous, links clearly to the staff personal development and whole-academy professional development and the Academy's arrangements for threshold and performance related pay.
- To have responsibility for the development of a specific range of whole Academy policies to be agreed annually.
- To ensure that the work of the Academy is informed by the views of all stakeholders using questionnaires and focus groups.

Specific Responsibilities

The new post holder would be expected to:

- Be a Designated Safeguarding Lead.
- Have overall leadership responsibility for Personal Development Behaviour and Attitudes.
- Provide strategic leadership and operational management to promote Culture of Ready, Respectful and Safe, and pupil safety throughout the academy.
- Lead and line manage the team of Progress Leaders.

- Provide well-informed advice regarding national developments (PDBA) to the Principal and ALT.
- Promote, establish and monitor systems of Quality Assurance for PDBA to ensure high expectations are set and met and best practice observed and implemented.
- Lead strategies to improve attitudes to and behaviours for learning and develop and embed our expected outcomes of Opportunity, Success, Confidence and Pride.
- Ensure that the attendance and punctuality of all groups of pupils continues to improve to be in line with or exceed national averages.
- Lead and develop a highly effective form tutoring, assembly and Lifeskills provision.
- Support in the lead and evaluate enrichment and extra-curricular provision.
- Lead on developing an outstanding Primary Transition provision.
- Maximise the impact of partnerships and external agencies with all stakeholder groups; signposting services for young people
- Support the Leadership and manage effective and appropriate alternative offsite educational provision.
- Provide strategic leadership of the academy's safeguarding and Prevent duty.
- Develop an outstanding Student Voice programme.
- Promote a programme for Student Leadership and independent learning.
- Lead of effective parental engagement and communication strategies.
- Champion and facilitate Home Learning and parental support for pupil progress.
- Have oversight of the academy website and management of the systems.
- Support the lead on the effective provision of CEIAG and developing community and business partnerships.
- Manage and promote the recognition system.
- To report to the Principal and governors information about PDBA.
- To work with the Principal and ALT to ensure the accuracy of the evidence base on which the following are based: the Academy Improvement Plan, the Academy Self Evaluation Form, reports to Governors and other stakeholders, returns to the DfE and outside agencies, and documents prepared for visits from The Active Learning Trust.
- To manage the work of Progress Leaders through professional development, performance management, raising standards and ensuring monitoring, evaluation and celebration in all areas.

Core Duties/Ethos

- Undertake whole Academy duties as outlined in responsibilities agreed each year.
- Monitor and support the overall progress and development of students as a teacher.
- To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term.
- To promote equal opportunities and celebrate diversity in all aspects of the Academy.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- Promote the Academy in the local community to contribute to its positive reputation.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
 - To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
 - To contribute to the subject area's Management Improvement Plan and its implementation.
 - To attend all appropriate meetings.
 - To plan and prepare courses and lessons in line with Academy policy.
 - To contribute to the whole Academy's planning activities.
 - To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
 - To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
 - To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
 - To ensure that Literacy, Numeracy, CEIAG, SMSC, RSE and British Values are reflected in the teaching/learning experience of students.
 - To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
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- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
 - Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
 - The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
 - This Job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The Neale-Wade Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applicants.

PERSON SPECIFICATION – Vice Principal (Personal Development, Behaviour & Attitudes)

	Essential	Desirable	How identified
1. Qualifications You will have:	Qualified Teacher Status Qualified to degree level and above		Application
2. Background and Experience You will have:	Working at a Senior Leadership level. Be an acknowledged outstanding classroom practitioner, delivering results, which reflect this. Ability to lead, inspire, motivate and manage diverse groups of people. Proven high order leadership/management skills. Having significantly contributed to the work of a senior leadership team, which has resulted in positive, successful outcomes for all of the wider school. 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 student progress. Delivering staff training and undertaking professional development of other teachers. Can clearly demonstrate in letter of application being <u>highly</u> successful and effective in current or most recent post. Demonstrate in your career to date your commitment and passion for ensuring the achievement of all students regardless of background and/or ability.	Experience of working closely with parents and the wider community Demonstrate commitment to a school through involvement with extra-curricular activities. Demonstrate contribution to a school's wider community.	Application Selection Process References

	Data management skills and knowledge should be of a high order enabling you to audit, monitor and evaluate relevant data and information. Conduct lesson observations and provide constructive feedback as a tool for improvement. Demonstrate in your career to date your commitment and passion for ensuring the achievement of all students regardless of background and/or ability.		
3. Professional knowledge and understanding You will have knowledge and understanding of:	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students Knowledge and understanding of the latest legislation, future impending changes and current research in the areas of behaviour & attitudes A comprehensive understanding of recent or impending curriculum changes including those relating to behaviour, attitudes and personal development The ability to demonstrate up-to-date awareness of current educational thinking, issues and initiatives - particularly as regards their own areas of professional expertise. The ability to demonstrate clearly what makes an effective and dynamic senior leader in a school. Leading by example when interacting with students showing unconditional, positive regard for all. Can expound a clear understanding and vision for what makes a successful school.		Application Form Selection Process
4. Skills You will:	Manage a classroom well and have the ability to teach outstanding lessons.		Application Form

	Have <u>proven</u> high order leadership/management skills. Can clearly demonstrate, with examples, the ability to initiate, lead and manage change to a successful conclusion. Deliver a vision for behaviour that supports outstanding teaching and learning. Articulate your vision and secure commitment. Communicate effectively, with the Principal, staff, students, parents and other stakeholders. Create and promote strategies for challenging racial and other prejudices The ability to be an organised person who consistently delivers. A colleague who “Does what it says on the tin”.		Selection Process References
Personal Qualities	An individual with energy, vigour and perseverance around the school - has a substantial presence and personal impact - the ‘wow’ factor. Self-confident, can take difficult decisions and have an inner strength and resilience. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people Very strong interpersonal skills. Works well in a team, supportive of colleagues. Open to advice and constructive criticism. High integrity - honest, trustworthy and reliable. Diplomatic and tactful Creative, analytical with a good sense of humour		Selection Process
6. Attitude: You believe in:	Equal opportunities & comprehensive education.		Selection Process

	The creative quality of individuals. A positive view of behaviour management. Promoting a positive image of the school. A work/life balance. An educational philosophy that compliments that of the School's Local Governing Body and Senior Leadership Team.		
7. Personal Presentation	Good personal, professional standard of dress and presentation and high expectations of others.		Selection Process

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