



Appointment Information Pack



Vacancy	Vice Principal
Location	Manor Green Primary Academy
Start date	September 2021
Closing date & time	Monday 17 th May at noon
Salary	L9 – L14
Return application to	Tracey Thornton – Principal t.thornton@focus-trust.co.uk

Welcome from the Academy Principal

The Governors and Principal wish to appoint a permanent, full time Vice Principal.

Interviews will take on the Friday 21st May 2021. Visits to candidates' school may take place (prior to interview) to view teaching and class room practice.

Dear prospective applicant,

I am delighted that you have shown an interest in our school and the key role of Vice Principal. This is an exciting opportunity for an enthusiastic middle or senior leader who is looking for the next step in their career. As Vice Principal, you will have a significant role to play in helping our school to continue to move forward to ensure that we are a 'great academy in the heart of our community'.

We are very proud of our school and regularly refer to ourselves as 'Team Manor Green'. Our core values of 'care, dare, fair and share', along with our school vision of 'Aspire. Achieve. Succeed.' underpin our ambitious and engaging curriculum.

Our teachers are highly skilled and have an excellent understanding of best practice in education. We have a developing Middle Leadership Team who will work closely with our newly appointed Vice Principal.

Included in this Application Pack are a job description and a person specification. I would suggest that your application form addresses the competencies listed on the person specification, with particular reference being made to the positive impact you will have on our school.

To find out more about Manor Green, please visit www.manorgreenprimaryacademy.co.uk or visit our Twitter profile [@TeamManorGreen](https://twitter.com/TeamManorGreen). Our website and Twitter profile contain a wealth of important information about our school.

Visits to our school are actively encouraged. Please take the opportunity to come into school and meet with us; see if you feel that this is the school for you! Contact manorgreen@focus-trust.co.uk or telephone us on 0161 336 5864 to arrange a mutually convenient time.

I very much look forward to receiving your application.

Yours sincerely,

Tracey Thornton
Principal



Academy details

Address	Mancunian Road, Haughton Green, Denton, Greater Manchester M34 7NS
Telephone	0161 336 5864
Email	manorgreen@focus-trust.co.uk
Website	www.manorgreenprimaryacademy.co.uk
Twitter	www.twitter.com/TeamManorGreen

Job Description

Job title	Vice Principal
Academy	Manor Green
Grade	Leadership scale L9 – L14
Accountable to	The Principal

Key Purpose

To assist the Principal with the leadership, management and organisation of the Academy in seeking to achieve the highest standards of pupil achievement and Academy efficiency.

To play a major role in assisting the Principal to:

- Formulate and model the aims and the objectives of the Academy and the improvement plan
- Establishing the policies and guidance through which objectives are to be achieved
- Managing staff and resources to achieve the objectives of the academy and the improvement plan
- Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils
- Monitoring progress towards their achievement

Key Relationships

- Children, parents and staff
- Local governing body
- Director of Academies and other members of the Focus-Trust team
- Other academy principals
- The directors and trustees
- Other local schools, Focus-Trust academies and stakeholders

Key Responsibilities

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Assistant Principal in order to realise the academy's vision and outcomes of the academy.

The key duties are set out under the following headings:

1. School culture
2. Teaching and learning
3. Curriculum and assessment
4. Behaviour
5. Additional and special education needs and disability.
6. Professional development
7. Organizational management
8. Continuous school improvement
9. Working in partnership
10. Governance and accountability
11. Child protection and safeguarding
12. Deputies
13. Specific responsibilities

1. School Culture

- Work with the Principal to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Demonstrates and articulates high expectation and can set stretching targets for the whole academy
- develop a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- work with staff to ensure a culture of high staff professionalism
- Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.
- Ensure that monitoring takes account of different pupil groups and data is used to close gaps; ensuring equity for all pupils.

2. Teaching and Learning

- Work with staff to establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and Assessment

- work with school leaders to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- work with curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- work with teachers and middle leaders to implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.

- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional Development

- work with staff to ensure they access high-quality, relevant professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.

7. Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- ensure staff are deployed and managed well with due attention paid to workload.
- work with organisational systems, processes and policies that enable the school to operate effectively and efficiently.

8. Continuous School Improvement

- work with the school leader to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop and understand appropriate evidence-informed strategies for school improvement.
- Work with the school leader to implement effective improvement strategies, which lead to sustained school improvement over time

9. Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit the school to work successfully with other schools within the Trust and other organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across the Trust to improve educational outcomes for all pupils

10. Governance and Accountability

- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- work with the school leader to ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

11. Child Protection and Safeguarding

- Ensure that the school complies with all national and local safeguarding requirements.
- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

12. Deputise

- Deputise for the principal in their absence.

Ethics and Professional Conduct

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership
- Optimistic and enthusiastic

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the academy or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Principal or the Chief Executive.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies of the Focus-Trust and academy.
- Ensure that all statutory requirements are met.

Manor Green Primary Academy
Vice Principal Person specification

Key to assessment methods;

A – Application form

I – Interview process

R – Reference

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	√		A
Graduate level qualification	√		A
Evidence of continuing and relevant professional development in school leadership and management		√	A
Skills and Experience			
Ability to actively lead and promote the values and vision of the academy	√		A/I/R
Leadership experience across all Key Stages		√	A/I/R
Knowledge and understanding of effective strategies for supporting the learning needs of higher achieving children, children with Special Educational Needs and disabilities and disadvantaged children	√		A/I/R
Experience of working within a culturally diverse community		√	A/I
Experience of promoting a culture of children's rights		√	A/I/R
Strategic Direction and Development			
A thorough knowledge of the major curriculum issues, current educational development and legislation	√		A/I
Evidence of ambition and success for every child by setting and achieving challenging goals and targets bespoke to their needs	√		A/I
A strategic approach to academy improvement		√	A/I/R
Experience of leading change effectively		√	A/I
Leading People and The Organisation			
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	√		A/I/R
Ability to lead and inspire staff, governors, pupils and parents in shared expectations, vision and values		√	A/I/R
The ability to lead and manage the academy in a way that encourages the sharing of responsibilities and development of individuals.	√		A/I/R

Manor Green Primary Academy

Aspire. Achieve. Succeed.



Our Core Values



We believe that the behaviour of our pupils is outstanding – they are polite, well-mannered, very welcoming and are keen to learn.

Our Staff

We have a proactive and enthusiastic staff who work well as a team. They encourage the children to be responsible for their own behaviour and learning in a relaxed, happy and purposeful environment.

Our Geographical Area

Manor Green Primary is a popular community academy which is located in the heart of Haughton Green, Denton, Manchester. We are proud of our links with our local community.

Our Facilities

We have extensive grounds which include three linked playgrounds (one of these is a multi-use 'sports cage'), Early Years outdoor learning area, playing fields including a football pitch and open grassed areas that we use to develop our ECO/science work. The Key Stage 1 playground has a large climbing frame and the Early Years area has an obstacle course. There are two large halls and a well-resourced dedicated library.

Our Curriculum

Our curriculum is lively and inspiring, providing many opportunities for the children to develop socially, emotionally, spiritually and academically. We have exciting cross-curricular themes designed specifically for our children and the community in which they live. Our curriculum also contains the other vital dimensions of learning such as diversity, citizenship, personal, social and health education (CPSHE) and environmental awareness.

Our curriculum is available to view on our website.

Manor Green Primary Academy Quick Facts	
Type of school	Primary
Age range	3-11
Location/LA	Tameside
Number of children	420
% FSM	31.5%
% SEN	16.5%
% EAL	5.2%

About The Focus-Trust

Introduction

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however, their line managers are the leaders of each academy. Each academy has its own local governing board. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The Focus-Trust Charter

It is the purpose of the Focus-Trust to continually strive to be a learning organisation, where the learning of all children and adults is valued and promoted. The Focus-Trust Charter outlines the behaviours and expectations for everyone.

Focus-Trust Commitment

'Learning together – making the difference'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Share expertise and best practice for the benefit of all learners

Be **fair**, honest and inclusive – demonstrating integrity

Dare to do things differently and have a go

We expect **learners** to:

- **achieve** well;
- **feel safe and secure** to **take risks** and make mistakes;
- **want to improve** and know how to improve;
- have **high aspirations** and be ready for the next steps in learning and life;
- have **high expectations** of self;
- be **independent, resilient** and **respectful** of self and others;
- be **tolerant** and **open-minded**;
- be **happy** and **confident**;
- have both **independent** and **collaborative learning skills**; and
- be **proud of their community** and know how to contribute to it.

'Learning together – making the difference'



We expect **teaching** and the **curriculum** to:

- challenge, excite and engage;
- be based on prior assessment and use well-judged teaching strategies in order match individual needs accurately;
- provide constructive feedback to ensure that all children make significant gains in their learning;
- promote independent and collaborative learning;
- promote British values and prepare pupils for life in modern Britain; and
- embed basic skills which are used and applied.

We expect **parents and carers** to:

- ensure that their child has excellent attendance;
- ensure that their child arrives at school on time and is collected on time;
- support their child with home learning;
- attend meetings with their child's teacher; and
- support the ethos and work of the academy.

We expect **staff** to:

- take responsibility for pupil outcomes;
- demonstrate high expectations of behaviour, personal development and academic progress;
- create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
- value and reward both effort and excellence;
- model respect and tolerance;
- enjoy working with children;
- want every child to be the best they can be;
- adopt an aspirational, no excuse, approach to their work;
- ensure learning is challenging for all pupils;
- ensure that parents and carers are respected and treated as partners in learning;
- be proactive, take responsibility and keep up to date; and
- make a difference to the academy.

We expect **leaders** to:

- be ambitious for the success of the academy and the Trust, showing relentless determination;
- model Focus-Trust behaviours and values;
- ensure that teaching maximises progress;
- hold staff to account for their practice and the outcomes the children achieve;
- take responsibility for the success of the academy;
- take responsibility for the wider success of the Trust and all its children;
- strategically deploy resources to maximise progress;
- challenge, support and develop people;
- work with integrity and respect;
- value diversity and equality;
- work in partnership with the community; and
- value both effort and excellence.

What you might need to know before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Terms and conditions

Terms and conditions at the Focus Trust reflect those found nationally.

Pensions

The Focus Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Continuous Service

The Focus Trust recognises continuous service with local authorities

Employer Relations

The Focus Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

The Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile– no longer than 3 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Return your (i) application form, (ii) knowledge and skills profile, (iii) equal opportunity monitoring form and (iv) Disqualification by Association form by the closing date and time.

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. **CVs are not accepted** as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Previous employment section

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks

must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Declaration – relatives and other interests

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements.

**Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.**