

Application Pack Vice Principal



7th May 2021

Dear Applicant

Thank you for responding to our advertisement for the post of Vice Principal. We are looking to appoint a compassionate and optimistic Vice Principal to join our school and wider Trust community who will play a significant role in leading our school to Good and beyond. This role has arisen due to a desire to grow the capacity in our leadership team and to provide additional impetus in our ongoing journey of improvement; building on the growing reputation of Stratton Upper School and Cambridge Meridian Academies Trust (CMAT) in our local community.

Stratton is a vibrant Upper School with around 1,000 students on roll. Due to considerable housing development within and around Biggleswade, the school is set to grow significantly, including a longer term plan to admit students at Y7 to an overall capacity of 1650 students. We are proud of our large and successful Sixth Form and the breadth of curriculum we are able to offer our post-16 students. In every respect we are a truly comprehensive school with a full ability range. As the only provider of Key Stage 4 and 5 education in the town, our challenge is to move effortlessly between preparing Year 13 students for top universities to working with students who, without our support, would have rejected the concept of education. Our students are our best advertisement, although closely followed by our dedicated, creative and passionate staff.

Stratton Upper School joined the Cambridge Meridian Academies Trust in October 2020. The successful applicant will not only join a strong and growing leadership team at Stratton Upper School but also be part of a wider network of Vice Principals across our family of schools. Career development within CMAT is priority for all our staff and a number of our Principals and Executive Principals have progressed from Teaching and Leadership roles in our Trust schools. We hope to support the successful applicant to grow into headship within or beyond our Trust within 3-5 years.

If you think you can make a contribution to our community of staff and students and would like to work and learn in a continuously improving school and as part of a wider trust, then we would be delighted to receive your application. We ask that letters of application do not exceed two sides of A4.

The closing date for applications is 9am on 24th May 2021. We hope you will want to work with us and look forward to hearing from you.

Whatever your decision, we wish you good fortune in your search for the right post.

Roz Hodges
Principal

Job Description

Line Manager: Principal

Scale: L17-21

Overview

The exact role and specific responsibilities of the Vice Principal will be agreed annually and will change regularly, to give them the opportunity to gain experience in all aspects of academy leadership in preparation for Headship.

The Vice Principal should be prepared to lead on such areas as curriculum development, timetabling, tracking and analysis of results/data, behaviour management, external relations and community links, staff development, training, and induction. As a member of the senior leadership team, the Vice Principal will also be centrally involved in the overall leadership and management of the academy and will help to establish a culture that is both compassionate and ambitious.

General Responsibilities

- To provide professional leadership and management of identified strategic areas
- To deputise for the Principal in her absence
- To understand and be fully committed to the duties and responsibilities in relation to child protection and safeguarding young people.

Senior Leadership Team Responsibilities

To contribute to the senior leadership by:

- Supporting and securing the commitment of others to the vision, ethos and policies of the School and promoting high levels of progress, ensuring ambitious standards for all students, overcoming disadvantage and advancing equality so that we are all the best that we can be;
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes;
- Initiating and managing effective change and improvement, in order to develop the School and its staff;
- Taking part in the self-evaluation processes of the School, including lesson observation, achievement walks, book sampling and data analysis and to act upon findings in the most effective manner;
- Contributing to the maintenance of the Self-Evaluation Form (SEF) and School Development Plan (SDP);
- Exercising accurate financial planning and management of budgets, to ensure the most effective deployment of resources, in the best interests of students' achievements and the School's sustainability;
- Enthusiastically engaging with professional learning opportunities to promote your own professional effectiveness;
- Acting as SLT line manager to specific Curriculum Leaders (Heads of Faculty), a Senior Tutor / Head of Year and Non-Teaching Staff Leaders;
- Acting in a supportive capacity to colleagues, being available for advice, guidance and support;
- Carrying out operational duties commensurate with being a member of the Senior Leadership team, including contributing to the assembly rota and duty rota and managing other day-to-day issues, such as student behaviour and contact from our parents/carers and other members of the local community;

- Attending School events such as Open Evening, Parents' Evenings, music concerts, Year 11 Prom and other events;
- Attending Academy Council meetings when required;
- Being responsible for the maintenance of relevant policy and procedural documents;
- Undertaking any additional duties as required by the Principal.

Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole School improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the School's meeting cycle.

This job description will be finalised with the post-holder and reviewed annually. It may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the postholder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

Personal Specification

Qualifications	Essential	Method of Assessment
Qualified Teacher Status	X	Application Form
Good Honours Graduate	X	Application Form / Verified at interview
Masters Degree or equivalent	<i>Desirable</i>	Application Form / Verified at interview
A commitment to professional development	X	Application Form / Interview
Completion of further study in preparation for leadership (for example NPQML, NPQSL)	<i>Desirable</i>	Application Form / Verified at interview
Commitment to Safeguarding	Essential	Method of Assessment
Motivation to work with children and young people	X	Application Form / Interview
Commitment to, and belief in, the equal value of all students	X	Application Form / Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X	Application Form / Reference / Interview
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	X	Application Form / Interview
Teaching and Learning	Essential	Method of Assessment
Proven track record of outstanding teaching and outstanding progress / results	X	Application Form / Reference / Interview
Ability to raise self-esteem and expectation of children and young people	X	Application Form / Interview
Proven track record of raising academic standards against targets and national benchmarks	X	Application Form / Interview
Leadership Experience	Essential	Method of Assessment
Proven track record of successful leadership at Senior level for at least two years	X	Application Form / Interview
Experience of undertaking effective self-evaluation strategies, including data analysis, lesson observation, scrutiny of students' work and stakeholder consultation	X	Application Form / Interview
Experience of contributing to the formulation of and monitoring of a School Improvement Plan and SEF	X	Application Form / Interview
Experience of leading whole school projects / Initiatives	X	Application Form / Interview
Proven track record of improving teacher performance through performance management, classroom observation, coaching and training	X	Application Form / Interview

Leadership and Interpersonal Skills	Essential	Method of Assessment
Ability to lead, provide vision and command respect	X	Application Form / Interview
Outstanding interpersonal skills with the ability to communicate and relate well to all stakeholders	X	Interview
A commanding presence that inspires, motivates and challenges others to be the best they can be	X	Interview
Reliability and integrity	X	Application Form / Interview
Creativity, energy and enthusiasm	X	Application Form / Interview
Evidence of working effectively under pressure and showing resilience	X	Application Form / Interview
Outstanding problem-solving skills and adaptability to change and new ideas	X	Application Form / Interview
Outstanding ICT skills	X	Letter / Interview
Outstanding attention to detail: a finisher!	X	Application Form / Interview
High level of oral and written communication skills	X	Application Form / Interview
Outstanding time management and organisational skills	X	Application Form / Interview
A team player	X	Application Form / Interview
Good sense of humour and a sense of the fun of working in a school	X	Application Form / Interview
Ability to be reflective and self-critical	X	Application Form / Interview
A future Head Teacher / Principal	X	Application Form / Interview

Procedure for Application

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a concise letter of application. This should be typed and should include the following information:

- A brief outline of what you have achieved in your present or most recent post
- A statement about why you want to be part of the team at Stratton and within CMAT
- An indication of the strengths and expertise you could offer the school
- How your experience has prepared you for this role

We are not in a position to accept a generic CV instead of an application form. Additional sheets or a separate letter may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Nicola Richardson, HR Officer, either by post or by email. Email address is: nrichardson@stratton.school

The Academy Council of the school is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief.

The school takes Safeguarding very seriously. As a matter of routine, all successful applicants will undergo DBS and barred list checks. Teaching staff will also be subject to a prohibition check. Disclosure of criminal records will be required for any applicants invited to interview.

Canvassing any member of staff or member of the Academy Council either directly or indirectly, is prohibited and will be considered a disqualification. We do however encourage candidates to discuss very informally either by telephone or by arranging a pre-application visit.

If you have not heard from us within two weeks following the closing date, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the school would like to thank you for your time and your interest in the position.

Stratton Upper School

Stratton Upper is a 13 to 19 school with a roll approaching 1,000 students. This includes just over 250 students in our Sixth Form. We are the only upper school serving Biggleswade and the surrounding villages. Our commitment is to ensure that we support the needs of all students within our catchment and provide the best possible education experience for our students. It follows that we accommodate students from across the full spectrum of ability and that we are truly inclusive.

To achieve our vision we guide our students to be self-motivated, enthusiastic learners who are equipped and inspired to love learning throughout life as much as we do.

Our approach is based on high expectations, high aspirations and high levels of trust. Our starting point is our working assumption that staff and students alike are committed to personal fulfilment and expect to work in an environment of success and respect.

We recruit professionals who share our vision, who focus on the long game, knowing that schools thrive on quality relationships between staff and students.

Candidates should be aware of our adherence and commitment to these values and those of the Trust which are outlined below.

The holistic experience of being a Stratton student is of vital importance to us. Our staff are incredibly giving of their time, which means we can offer a vibrant, extracurricular range of activities. In 2014, we took part in a humanitarian expedition to Peru, in 2016 students returned from a similar expedition to Borneo and our latest humanitarian visit returned in August 2018 from Costa Rica.

Performing and visual arts are a strength with regular multimedia exhibitions, drama, music and dance productions. Our sports facilities are excellent and support a full range of individual and team sports and our students have enjoyed particular success in racket sports over recent years. We are currently developing plans to become a centre of STEM excellence in the local authority, building on the opportunities in Science, Technology and Maths our students already enjoy.

Cambridge Meridian Academies Trust Vision and Values

Cambridge Meridian Academies Trust (CMAT) exists to provide, support, and champion high-quality education at the heart of local communities.

As members of the CMAT family, trust academies aim to unite their pupils, families and other local stakeholders around this common purpose to share experience and resources, to improve standards and to maximise our contribution to their wider communities.

Our vision, mission and values guide and bring together each of the trust's academies.

Our Vision: High-quality educational provision for all at the heart of local communities

Our Mission: To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders

Our Values:

Pursuit of Excellence

- By expecting this of every person, every day
- Rejecting outright any sense of complacency
- Continually striving for the creation of a true meritocracy
- Promoting and celebrating elite performance inside school and in the wider world

Value our People

- Appreciating the incredible trust placed with us in educating young people and serving our community
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies

Achievement for All

- Ensuring that every student achieves their maximum potential
- Maintaining a relentless sense of optimism
- Removing barriers to learning
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond

High-Quality Learning Environment

- Providing high quality buildings, engaging classrooms and excellent sporting facilities
- Delivering innovative learning resources and materials
- Ensuring a well-disciplined and caring environment
- Exploiting cutting edge technologies to expand the opportunities for students, staff and our community to benefit from learning in a digital age

Extending The Boundaries of Learning

- Providing positive memorable experiences inside and outside of the classroom
- Providing a diversity of experience to all
- Opening up the world to all students
- Securing the very best future educational and vocational experiences for our students

Academies within the Trust

<https://www.cmatrust.co.uk/our-schools/>

General Information

Our Stratton catchment area incorporates the town of Biggleswade and a number of small villages in the Bedfordshire and Cambridgeshire countryside.

Biggleswade lies on the A1 and mainline railway, making it an ideal town for commuting into London (35 min to King's Cross). Other centres of employment include Cambridge, Bedford, Stevenage, Milton Keynes and Peterborough. Each of these towns and cities are accessible within 45 min travel time from Biggleswade. Employment in Biggleswade has traditionally been in market gardening and engineering. Both these industries still have a presence in the area, but are no longer the significant employers they once were.

Biggleswade is set to expand over the coming years. Population is expected to rise by at least 25% and we are already seeing significant economic investment in the town. Biggleswade has been featured in a number of national newspapers as *the* place to live, combining with its strong communication links, reasonable house prices and of course, good schools!

The school is ready for an expected expansion in numbers due to these demographic changes. Our new science centre was opened in September 2017 and has provided the additional 13 classrooms needed. We have recently had £4m of investment in the site and are developing a wider site plan with the Trust Estates team to develop provision for sport, sixth form and general teaching.

The welfare and well-being of all members of our community is of central importance and we expect staff, pupils and students to give high priority to the needs of others and their development. The school is known for its strong pastoral care and support for students with special educational needs and disabilities.

We aspire to be a school where learning is fun and fosters the joy of learning within the boundaries of good order and discipline.

Staff Development

Stratton Upper School places a great deal of emphasis on the continual development of its colleagues. As a Trust CMAT has a very strong track record of personal development and growth for staff, a number of CMAT Principals and Executive Leaders have grown into their roles from teaching and middle / senior leadership roles. Personal growth for staff in CMAT includes development through the following opportunities:

Curriculum Leadership across schools in the Trust

Engagement in Leadership and teaching networks across CMAT

Professional development through CMAT's training arm : Leadership East

Training and development of Teaching Trainees through CMAT's ITT provider : The Cambridge Partnership

Professional development and leadership within the Teaching School Hub as a Lead partner

Professional development and leadership opportunities within curriculum hubs such as the Maths Hub and Science Learning Partnership as Lead Partner

We are an outward facing school and continue to play a significant role in the following local organisations:

The Biggleswade Community Union of Schools (BCUS) an association of all education providers in our area dedicated to developing seamless education provision from ages 0 to 19;

Central Bedfordshire Upper Schools Heads Group;

Central Bedfordshire Teaching School;

The Academy of Central Bedfordshire, an alternative provision free school established by the Central Bedfordshire Upper Schools;

Cambridge University Department of Education;

Colleagues expect to engage in professional development through a mixture of school-based training, addressing holistic priorities and an individual assessment of needs.

Final Comments

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

Choosing to apply for a job is potentially life changing. It is important that we assist you as much as we possibly can in assessing whether we are the right environment for you, as much as we assess whether you have the right skill set and attitude for us. Please do not hesitate to contact us if you require additional information, or would like to visit us as part of your application process.

DBS and the Recruitment of Ex-Offenders Policy

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the School. This will depend on the nature of the position and the circumstances and background of your offences.