



THOMAS ESTLEY COMMUNITY COLLEGE

VICE PRINCIPAL CANDIDATE INFORMATION PACK

Applications close Wednesday February 10 2021 (12pm)

Interviews take place 23rd and 24th February 2021

In addition to the information contained within this pack, candidates are advised to review other associated documents and information linked within our e-teach recruitment page and website which includes:

Job description and person specification

Prospectus

Ofsted Report

College website - www.thomasestley.org.uk

Trust website - <https://successat.org.uk/>

Thomas Estley Learning Alliance—TELA website -www.telaonline.co.uk

College Facebook page - www.facebook.com/ThomasEstley

How to Apply

We encourage you to participate in our virtual information session for prospective candidates to the post. This session will occur twice, with the second session a repeat of the first.

Thursday January 28 5:00-6:00pm - Microsoft Teams meeting **Join on your computer or mobile app**

[Click here to join the meeting](#)

Thursday February 4 4:00-5:00pm - Microsoft Teams meeting **Join on your computer or mobile app**

[Click here to join the meeting](#)

Applications will only be accepted with a completed application form and a letter addressing the specific criteria described on page five of this pack, and must be received by midday on the 10th February 2021, by email to cbutler@thomasestley.org.uk or at college by post to Mrs C Butler, HR Manager, Thomas Estley Community College, Station Road, Broughton Astley, Leicestershire, LE9 6PT

Who are we?

We are an 11-16 community college, 'A Community of Courage and Commitment to Success'.

We believe in providing the best mix of support and challenge to help our students achieve their academic potential whilst maximising their wellbeing and growth as a young person, ready to tackle the complex and competitive world of further study and work. We have high standards of work and behaviour at the college, and we believe that the focus for each of our children is [achieving their personal best, whatever that may be, and developing their confidence and passion in learning](#).

We are passionate about developing young people who [make a positive difference](#) to the society around them whilst developing their own potential and overcoming barriers.

We are fully committed to a learning environment which is [inclusive of all abilities and needs](#), personalising learning within a family and community ethos. We have a Birkett House Key Stage Three satellite special school provision on site, The Centre, and are opening our own Communication and Interaction Unit onsite in August 2021.

We provide a [rich and well-balanced curriculum](#) including coverage of all traditional subjects as well as opportunities to develop additional skills for life, work and independence within extra elements such as our Year Nine Specialisms, our modular curriculum weeks and our wide-ranging extracurricular enrichment programme. Our [Thomas Estley Leadership and Character curriculum](#) is fully embedded into our provision, with a mix of leadership entitlement and extensive enhancement opportunities from Years Seven to Eleven.

We are the founder member of Success Academy Trust.

Success AT is a small academy trust comprising Thomas Estley Community College, Thomas Estley Preschool and three local primary schools, Cosby Primary School, Hallbrook Primary School and Richmond Primary School, in addition to our Teaching School provision and alliance.

Our Trust vision is 'Building Leadership and Character Together' and both staff and students have entitlement to a wide range of leadership development opportunities and an ongoing wellbeing support offer.

We are the teaching school within Thomas Estley Learning Alliance, TELA.

Currently our alliance has over 50 primary and secondary member schools within Leicestershire. We are accredited to deliver NPQ qualifications across the region, we train primary and secondary ITT trainees through both SCITT and School Direct routes, we offer career stage training and networks for teaching, business and pastoral staff, and support schools within their improvement. As regional Teaching School Hubs will officially take over more of these roles from next summer onwards, we have built and grown relationships and partnerships within the wider landscape which will enable us to continue with much of this work even after official teaching school designation is removed from alliances. This offers exciting opportunities, both to contribute to developing teaching and leadership within the local educational landscape and to benefit from training and support.

Community of courage and commitment to success



Aiming to **achieve our best**.

Taking full advantage of every **learning opportunity**.

Showing **resilience** through our experiences and challenges.

Seeking out our **talents** and following our dreams.

Reaching out for opportunities to **lead and encourage others**.

Making a **positive difference** and celebrating success.

Including the **whole community**, sharing, caring and giving time as needed.

Treating each other with **kindness, fairness and respect**.

Finding space in our lives for **fun, joy, praise and laughter**.

What is the structure of the College Senior Leadership Team in 2021-22?

Trust Principal / College Principal

Mandi Collins

Vice Principal – Student oversight

Cathy Cornelius

Trust Operations and Finance
Officer/ College Manager

Ann-Marie Willett

Vice Principal – Staffing oversight

Vacant Post

Assistant Principal

Teaching and Learning

Maxine Young

Director of Inclusion

SEND and Wellbeing

Emilia Plumb

Assistant Principal

Standards

Janine Hartley

Other leadership roles at whole school or Trust level exist and are reviewed on an annual basis, and may be carried out both by the college SLT and other leaders within the college, the Trust and the Teaching School. For example in 2020-21 academic year within the college community these included Director of Teaching School, Senior Leader i/c KS3 Assessment, and a lead teacher team.

What is the role being recruited?

VICE PRINCIPAL – STAFFING OVERSIGHT

Line Manager:	Principal
Line Management responsibilities:	Group of Curriculum leaders (specific areas to be confirmed after appointment) Data Manager, Cover Manager, other staff potentially, depending on specific additional roles allocated
Salary: Leadership Scale points	L21 - L25
Teaching Commitment:	5 - 7 hours per week (6-8 lessons)

Strategic Purpose

- To be responsible for the strategic direction and development of the College under the overall direction of the Principal
- To deputise for the Principal as required

Specific duties:

- Oversight of teaching staff, with overview of all related responsibilities other than those escalated to Principal level or delegated to the HR Manager.
- Oversight of timetabling, staffing, rooming, cover and absence requests, allocation of all teaching staff to teaching and other duties.
- Oversight of recruitment, retention, induction, evidence based continual professional development, talent management for teaching staff
- Planning and carrying out induction, evidence based continual professional development, talent management for support staff in liaison with the college manager and support staff managers
- Joint oversight with Principal of remaining TELA CPD provision after teaching school status has been disapplied in summer 2020, including liaising with heads of member primary and secondary schools to ensure provision is effective and quality assured.
- Liaison with other schools and stakeholders to support the improvement of effectiveness within the college.
- Chair middle leaders' meeting / oversight of curriculum leadership / hold curriculum leaders to account in liaison with their dedicated SLT line managers

Additional elements – at least two or three of the following, depending on skills and experience, and in liaison with the skills and experience of the existing Senior Leadership Team

- Carry out timetabling processes internally.
- Overview and development of target setting, assessment and reporting processes and systems.
- Oversight of college IT support and development /Liaise with Trust IT leads for high level oversight of Trust IT support and development.
- Oversight of quality of teaching and learning -monitoring and improvement including Trust wide role
- Improving progress and standards over KS3-4
- Oversight of curriculum monitoring and development including KS2/3 and KS4/post 16 curriculum transition and liaison

(Additional elements not allocated to the successful applicant will be allocated across our Assistant Principals.)

Generic Leadership Team Responsibilities

- To develop and empower the College team of teachers and support staff
- To formulate, implement and monitor whole College policy
- To lead on implementation through the College's improvement plan
- To represent the College at relevant governors' committees
- To conduct whole College reviews and contribute to the strong self-evaluation programme
- To undertake an agreed number of performance management reviews
- To support and contribute to College's public functions
- To attend assemblies and parents' evenings and other events, and lead them when required
- To lead a duty team and contribute to whole College supervision duties
- To assist in the internal organisation, management and control of the College
- To contribute to systems leadership across the alliance and Trust
- To play a lead role in the development of strong collaborative partnerships
- To provide high quality care and guidance for students
- To keep students safe and ensure an effective balance of support and challenge

Generic Teaching Staff responsibilities:

- To support and encourage the College's ethos and its objectives, policies and procedures as agreed by the governing body.
- To carry out the duties of a general class teacher as detailed in the College's class teacher job description, including the provision of cover for absent teachers.
- To uphold the College's policy in respect of child protection matters.
- To participate in the College's performance management programme.

The postholder may be required to perform any other reasonable tasks after consultation. This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder to meet changing regulations or circumstances.

The person specification can be found on the next page.

If you are interested in the role and feel that you meet our person specification, we would encourage you to apply.

What do I send if I decide to apply?

Include a completed application form for the role in the correct format– available here as part of the pack.

Include a letter (no more than two sides of A4) which:

- evidences explicitly how you have met two of the specific leadership behaviours and also two of the specific leadership experience criteria listed below, with a focus on evidenced impact
- explains why you feel you are the right fit for this particular role at Thomas Estley

Submit this together with your application form to the email address or postal address given above, by the stated deadline.

Thank you for your interest in this role.

Person Specification

LEADERSHIP BEHAVIOURS: MUST
Have strong moral purpose and a relentless passion for both improving the life chances of young people and getting the best out of all staff.
Be fully committed to the Thomas Estley ethos, college values and vision.
Be a strong team player and put the interests and progression of the objectives of the team before their own interests and objectives.
Act with honesty, transparency and always in the interests of the college and its students.
Have excellent time management and prioritisation skills.
Lead with courage, compassion, warmth and assertive humility, being able to win hearts and minds and take others with you on the journey, whilst caring for their wellbeing.
Value every member of the college community as an equal and treat colleagues, parents and students with dignity, fairness and kindness.
Remain courageous, positive and level headed in challenging, adverse or uncertain circumstances.
Know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues.
Collaborate with others in and out of the college, engaging with, and investing responsibility in, those who are best placed to improve outcomes.
Be self-motivated, show initiative and take a creative, problem-solving approach in the face of challenges, finding collaborative solutions which work effectively, being confident to challenge norms and established routines and processes with emotional intelligence.
Know when to listen to others, when to contribute, when to take the lead yourself and when to facilitate others in their leadership instead.
Be an excellent communicator, both in spoken and written form, with all college stakeholders, including students, teachers, support staff, parents, governors and the wider community.
Maintain high standards of professionalism when in public facing roles both within and outside the college, always leading by example and walking the talk, even under pressure.
Hold others to account for high standards of performance and professionalism within their roles, and be prepared to carry out difficult conversations where necessary to improve outcomes.
Be prepared to continually take on new learning on a daily basis, as a commitment to ongoing self-improvement within the role and within your career journey.

LEADERSHIP EXPERIENCE: MUST
Have facilitated improvement in at least one area or team, through challenge and support to that team's leader, with an outcome of improved performance within that area and sustained improved performance over time.
Have led whole school initiatives with an evidenced positive impact on school effectiveness, provision and/or outcomes.
Have experience of bringing reluctant leaders and team members on board with new ideas or through challenges, and leading them through the journey whilst developing them professionally.
Have successfully led continual professional development within a secondary school, with positive and sustained impact at student level.
Have successfully organised staffing models and deployed staff to achieve objectives, within a secondary school.
Have successfully led and managed change within a whole school role.
Have collaborated with leaders within other schools to achieve objectives within that collaborative work which benefit young people and their outcomes.