

ASSISTANT PRINCIPAL

Applicant Information

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**Dear Applicant**

Thank you for considering the vacant position of Assistant Principal here at Lipson Co-operative Academy.

For the successful applicant one of the first phrases you will come to learn, and be proud of, is ‘to Lipsonise’. Here at Lipson we like to think of each and every one of our students as having unique talents and needs, we have a diverse cohort, we have a high level with English as an Additional Language, we have a high Pupil Premium intake, and we are situated in a challenging area of Plymouth. We simply don’t fit in a standard box! We take best practice and mould it to fit our students and their needs. Our students, our parents, and our staff are all fiercely proud, loyal and protective towards their academy, you would be joining a community within a community, and become a key member of our youthful, energetic and driven team.

Lipson is a stand-alone academy, we are confident and comfortable in our own skin, we have no other agenda than to head in the direction that allows us to best enhance the life skills and chances of our students. We are looking for an applicant with the same confidence but who is willing to challenge themselves, to look for development, to bring ideas, to listen, to contribute, and to be part of exciting times with an ever-improving academy. Our results speak for themselves, both in Plymouth and nationally we stand our ground, but we are not complacent, we are on an upward journey and the successful applicant will be an essential part of that.

Please do read our Principal’s blogs on the website; you will gain a great insight into our culture and our beliefs. Our pastoral care is second to none and we are immensely proud of the support we provide to our students, the core curriculum is vital but equally is helping our students to develop their wider life skills.

For those applicants who may be considering a move into Devon, then you will not be disappointed! Plymouth itself has the benefits of the big cities without the normal drawbacks. We have fantastic facilities and a diverse countryside that you would still be exploring in many years to come, it is simply a great place to live and work.

Thank you again for considering Lipson, please contact us if you would like to make an informal visit or phone for further information. We look forward to your application.

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**Yours faithfully**

**Chris Glazier**

**Chair of Governors**

**Introduction by the Principal**

As the Principal of Lipson Co-operative Academy I am pleased by your interest in the role of Assistant Principal.

Our Co-operative ethos strives for excellence for all and from all through Co-operation. The International Co-operative values of self-help, self responsiblity, democrary, equality, equity and solidarity are at the heart of all we do giving a voice to students, parents, staff and the community, not only on important issues, but in every part of the Academy’s life. We are particularly proud of our unique Guild structure and vertical tutoring system. The pastoral care and support of students is an enduring feature of the academy and cited by parents as the reason they choose to send their children to this school.

We want the best for our students and to be a school where teachers love teaching and children love learning. We make no apologies for asking you to reflect on what you believe and practice. We want teachers to join our team who genuinely care about children and who are prepared to work hard with colleagues to make a difference. It is very important that any applicants have very strong relationship management skills and that they are prepared to adopt our school values, pedagogy, cultural competencies, key competencies and developmental approach. Our vision and strategic goals are what drives us and you will need to be a positive and dynamic influence in our school. This position is an exciting opportunity to lead the school into the future. Our teachers are expert practitioners and totally committed to modern learning practice and deeper learning. They set the bar high for student achievement and model what we want from our students. We want our students to flourish. We are committed to raising student achievement and our core business is quality teaching and learning. We want to be the best that we can be for the children in our care.



**Lynda Budd**

**Principal**

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| **Dear Applicant**  Thank you for your interest in the post of Assistant Principal at Lipson Co-operative Academy. Student Voice plays an important role at Lipson Co-operative Academy and our Co-operative Values are at the heart of everything we do. Student Voice is strong and we work alongside our Heads of Guild and Senior Leadership Team to discuss issues, suggest ideas, reflect on teaching and learning and bring about positive change to improve the Academy. Staff, students, parents and Governors work together co-operatively and share ideas which allow us to drive learning forward.  We are consulted about key changes at the academy and were actively involved in choosing the design of our uniform and researching ethical suppliers. We are also involved with improvements to the academy site and have recently contributed to the design for our 6th form common room and toilet refurbishments.  We are incredibly passionate and proud of our Guild system. Led by our Heads of Guild and supported by our tutors we are able to specialise in an area of interest as well as being supported academically. We are also well supported by our teachers who challenge and support us in our learning to ensure we are making good progress.  We look forward to welcoming you to our Academy and wish you all the very best in your application.  Yours faithfully  *Lipson Co-operative Academy Student Voice* |

**LEADERSHIP AND GOVERNANCE**

The Support and Leadership Team (SLT) will consist of the Principal, two Vice Principals, four Assistant Principals and Business Manager. All members of the SLT are leading professionals in the Academy. They are the custodians of all Academy outcomes and standards. Working with the governing body and the Co-operative Academy Trust, the SLT provide vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its values and principles. The SLT is responsible for the continuous improvement in the quality of education; for raising standards; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the Academy’s aims and objectives. The SLT also secure the commitment of the staff, students, parents and the wider community to the Academy.

All members of SLT have undertaken NPQH, Leadership Pathways or M-level CPD and one is currently working towards an EdD. SLT have also been trained through the Challenge Partners programme and have completed ECO training. The impact of their CPD is seen in their ability to evaluate learning, lead on new initiatives and help teachers develop their skills. Strong leaders have been developed at all levels at Lipson for the last two decades with eight SLT members moving on to headships and three moving to HMI and LA advisory service. We do not passively let suitable prospective candidates for key leadership posts simply emerge from the ether but take the long term development

view and recruit candidates with potential and then hone that potential.

The governing body is effective, supportive of the needs of the school and provides regular challenge in order to hold senior leaders to account for all aspects of performance. Governors attend LA training and academy based CPD events which mean they are well informed to fulfil their statutory duties and challenge leaders effectively.

**FINANCE**

Financial management at the academy is sound. Annual Academy Accounts have always been unqualified and auditors' management letter detailed no further recommendations to be considered. Quarterly reviews undertaken by an internal auditor provides assurance that resources are managed in an efficient, economical and effective manner, that sound systems of financial control are being instigated and maintained and that financial considerations are fully employed in reaching decisions.

The sports and arts facilities of the academy are used by a wide range of community groups outside of school hours which also provides a valuable income stream.

**THE CAMPUS**

We are located on a beautiful site in a valley with plenty of playing fields on all sides. Since becoming an academy we have been fortunate to secure over £2 million of academy capital funding to improve our facilities which has enabled us to replace our boilers, all windows and roofs, refurbish toilets and address issues with our external concrete access routes. During this summer we have also replaced our 13 year old astro at the same time as being able to create a further MUGA facility on the site of unused hard courts.



**CURRICULUM PROVISION**

**Principles of our Co-operative Curriculum**

**Learners are at the centre** of our curriculum that aims to:

* Develop their meta-cognitive skills (the ability to think deeply);
* Acquire and use a good depth and breadth of knowledge;
* Inspire motivation to learn;
* Encourage study and a scholarly attitude;
* Raise the achievement of our young people to enable them to compete nationally and internationally;
* Enable students to progress to the most appropriate next step in their education.

Our **Co-operative curriculum** also acknowledges the socio-cultural nature of learning – and actively encourages well-organised co-operative learning (based on the latest OECD research).

Co-operative group work, appropriately organised and structured, has demonstrated very clear benefits for achievement as well as for behavioural and emotional outcomes. Co-operative methods work for all types of students because, done well, they push learners of all abilities.





We **recognise individual differences** – Students differ in many ways fundamental to learning: prior knowledge, ability, conceptions of learning, learning styles and strategies, interest, motivation, self-efficacy beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. The curriculum therefore is chunked into schemes of learning and rich authentic end point tasks. Lessons are then planned based on fine diagnosis from the teacher.



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| **Generic Specification for**  **The Support & Leadership Team** |

All members of the SLT are leading professionals in the Academy. They are the custodians of all Academy outcomes and standards. Working with the governing body and the Co-operative Academy Trust, the SLT provide vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its values and principles. The SLT is responsible for the continuous improvement in the quality of education; for raising standards; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the Academy’s aims and objectives. The SLT also secure the commitment of the staff, students, parents and the wider community to the Academy.

***Key outcomes of Leadership***

* To ensure there is a co-operative ethos, which reflects the Academy’s commitment to high achievement, effective learning, and democratic fellowship.
* To ensure that students make progress in relation to their prior attainment to expected or better than expected levels; show improvement in their literacy, numeracy and information technology skills; are well prepared for public examinations; are enthusiastic about the subjects they are studying and are highly motivated to learn more; and behave in a caring and socially responsible manner.
* To ensure that teachers have a secure knowledge and understanding of the subject(s) they teach; set high expectations for students; plan lessons which address the needs of all students within the class; employ the most effective approach(es) for any given group of students; plan lessons appropriately and reinforce and extend students’ learning and achievement.
* To ensure that parents enjoy an effective partnership which contributes to the students’ learning; understand and support the work of the Academy; are kept fully informed about their child’s achievements and progress; know how they can support and assist their child’s progress.
* To lead by example –To be a role model and mentor to staff and students. By walking your talk, you become a person others want to follow. When leaders say one thing, but do another, they erode trust--a critical element of productive leadership.

***Knowledge and Understanding***

* Each member of the SLT should continually update their knowledge and understanding of:
* The values and principles of the International Co-operative alliance;
* What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students’ achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
* Strategies to achieve effective teaching and learning;
* How to use comparative data, together with information about students’ prior attainment, to establish benchmarks and set targets for improvement;
* Political influences such as national policies which have an impact on strategic and operational planning and delivery;
* Leadership styles and practices and their effects in different contexts within the Academy;
* Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
* The contribution that evidence from inspection and research can make to professional and Academy development.

***Skills and Attributes***

**a Leadership skills – the ability to lead and manage people in order to:**

* Create and secure commitment to a clear vision for the Academy;
* Initiate and manage change and improvement in pursuit of strategic objectives;
* Prioritise, plan and organise;
* Direct and co-ordinate the work of others;
* Build, support and work with high performing teams;
* Work as part of a high performing SLT;
* Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
* Motivate and inspire students, staff, parents, governors and the wider community;
* Set standards and provide a role model for students and staff;
* Deal sensitively with people and resolve conflicts.

**b Decision-making skills – the ability to investigate solve problems and make decisions**

* Make decisions based upon analysis, interpretation and understanding of relevant data and information;
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
* Demonstrate good judgement.

**c Communication skills – the ability to make points clearly and understand the views of others**

* Communicate effectively orally and in writing to a range of audiences;
* Negotiate and consult effectively;
* Manage good communication systems;
* Develop, maintain and use effective networks.

**d Self-management – the ability to plan time effectively and to organise oneself well**

* Prioritise and manage their own time effectively;
* Work under pressure and to deadlines;
* Achieve challenging professional goals;

**e Attributes**

Each member of the SLT draws upon the attributes possessed and displayed by all successfully and effective teachers in the context of their leadership and management roles, including:

* Personal impact and presence;
* Adaptability to changing circumstances and new ideas;
* Energy, vigour and perseverance;
* Self-confidence;
* Enthusiasm;
* Intellectual ability;
* Reliability and integrity;
* Commitment;
* Resilience;
* A sense of humility and humour.

Person Specification

Assistant Principal

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| **Criteria** | **Essential** | **Desirable** | **Where Assessed** |
| **Qualifications** | * Qualified Teacher Status * Honours degree in relevant or related subject * Evidence of a commitment to own professional development * Recent relevant in-service training in the subject area * Evidence of training with focus on current curriculum developments e.g. life after levels, Progress 8. | * Higher qualification in education and/or management * Further professional qualifications | Application form |
| **Experience** | * Outstanding classroom teacher with high expectations and aspirations for our students’ achievement and behaviour * Effective system leader with a clear understanding of process * Proven track record in raising standards and supporting student achievement * Proven leadership skills and ability to motivate and inspire others * Clear commitment to continuous school improvement * Experience of effective leadership of student behaviour for learning. * High level of data literacy to analyse trends across school and initiate effective responses * An excellent communicator with strong interpersonal skills * Up-to-date knowledge of emerging issues in school leadership * Experience of self-evaluation and action planning * Experience of monitoring set targets in a specified action plan to evaluate and ensure progress * Management of a team to ensure at least good student provision | * Experience of latest data analysis tools * Experience of implementation of a whole school strategy | Application form  Letter of application  Selection process  References |
| **Shaping the future** | * Strong driven leader – clear commitment to school improvement. * Passion for teaching & lifelong learning. * An understanding of the community context of Lipson Co-operative Academy. * Have high expectations of student achievement and standards * Raise standards still further to be above national indicators * A vision for how outstanding Behaviour for Learning can contribute to student progress |  | Letter of application  Selection process  References |
| **Leading, Learning & Teaching** | * Proven track record in leading creativity in teaching and learning * Place learning at the heart of the school and further improve the quality of teaching and learning * Be imaginative and innovative in leading teaching and learning * Implement strategies to remove barriers to learning |  | Letter of application  Selection process  References |
| **Leading and Managing staff** | * Understands the strategic importance of the role and how it blends with the SLT * Can demonstrate a clear understanding of leadership and is willing to support and challenge colleagues as required * Can demonstrate operational leadership skills, financial control of departmental and whole school budgets and delegated line management * Can demonstrate clear analytical skills and apply strategic thinking to whole school improvement |  | Letter of application  Selection process  References |
| **Securing Accountability** | * Delegate but still take responsibility and accountability * Implement and sustain effective systems for the management of staff performance * Set robust targets for all to secure high achievement |  | Letter of application  Selection process  References |
| **Personal Qualities and Attributes** | * Effective communicator * Ability to prioritise * Ability to solve problems creatively * High professional standards * High level of credibility and respect * Enthusiastic, dynamic & passionate * Honest empathy with students * To have a love of and infectious enthusiasm for learning * Lead by example * Highly organised * Analytical approach * Perseverance and resilience * Outstanding interpersonal skills and the ability to relate well to a wide range of people * Excellent sense of humour * Strategic thinker * Belief and commitment to comprehensive education, inclusion, community cohesion * High personal standards * Optimism * Willingness to engage students outside of hours * A determination for self and others to be the best you can * Emotional resilience in working with challenging behaviours and attitudes * Well-developed emotional intelligence * Commitment to safeguarding and promoting the welfare of children and young people. * Willingness to undergo appropriate checks, including enhanced DBS checks. * A willingness to demonstrate commitment to Lipson’s co-operative values. |  | Letter of application  Selection process  References |
| **Safeguarding Children** | * Commitment to safeguarding and promoting the welfare of children and young people * Contributed significantly in the safeguarding of young people | Senior responsibility for Safeguarding | Letter of application  Selection process  References |

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**APPLICATION DETAILS**

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the school’s Governors, should be included in your supporting statement. Please ensure that you take each of the essential and desirable criteria found on the person specification and say why and how you meet these criteria in your letter of application.

For an informal discussion about the role please contact 01752 671318 or [headspa@lipson.plymouth.sch.uk](mailto:headspa@lipson.plymouth.sch.uk)

**SAFEGUARDING**

The safer recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Lipson Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and of competent, motivated employees who are suited to and fulfilled in the roles they undertake. The academy implements robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role

**References** must cover the previous five years’ employment and please provide an email address for your referees so that we can contact them.

**The closing date** for applications is **NOON on Wednesday 21st March 2018.**

The application form is available at: <http://www.lipsonco-operativeacademy.coop/College-Vacancies/>

Please submit your application and supporting statement [no longer than 2 sides of A4] to:

Amy Bates, PA to the Principal

Lipson Co-operative Academy

Bernice Terrace, Plymouth PL4 7PG

or email to:-

[headspa@lipson.plymouth.sch.uk](mailto:headspa@lipson.plymouth.sch.uk)