



Vice Principal

**Required
September 2017 or sooner**

L18 (£59264) – L22 (£65362)

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Dear Colleague

Thank you for expressing an interest in this post.

We are seeking a Vice Principal to join Park Lane Academy who will available to start in September 2017 or sooner. Jane Acklam, the CEO of our Trust will lead strategically with you and the Principal in this role. We are looking for a leader with special qualities, who will benefit from this strong partnership. If you are the person we are looking for you will have the following leadership skills:

- Competence and expertise at a high level already
- You will have a strong sense of what brings success in schools with high levels of disadvantage and be able to demonstrate a clear track record of raising performance and of partnership working
- Strong belief in building professional capital in all staff
- A deep understanding of what works in teaching and how to improve teaching quality
- Strategic leadership of significant school-wide improvement
- Raising standards of student academic and personal achievement
- Confident and uncompromising leadership of behaviour, attitudes to learning and parental engagement
- Outstanding communication in both speech and writing
- An unfaltering commitment to student and staff development
- Holding staff to account, quality assurance and effective appraisal.

The Governors, and our Sponsor Moor End Multi Academies Trust will ensure that this academy provides the very best educational success for our children. We will create a dynamic relationship between Governors, Sponsor, CEO, Principal and Vice Principal which will be both challenging and supportive as we work together to create an outstanding Academy.

If you think that you are right for the job then we look forward to receiving your application.

If you wish to discuss the job in more detail then please do not hesitate to contact the CEO, Jane Acklam.

Yours faithfully

A handwritten signature in black ink that reads "Diane Chapman".

Diane Chapman
Chair of Members

High performing schools have distinct qualities that we would ensure are part of this academy's development;

- A professional learning environment where all staff are invested in. Where subject knowledge is key and collaboration is of paramount importance.
- Leadership – leaders who model, who are engaged in partnerships, value staff and the community.
- Quality first teaching – where collaboration between staff is centred on joint professional development and sharing of ideas, pedagogy and resources, is natural.
- And, relationships with parents and the community, are used to ensure needs are met and the curriculum is enriched for all children.

We are a provider of education to this community and have a clear and strategic understanding of what makes a difference to accelerating outcomes for children. We will ensure that students do not fall behind at any stage and that the high quality learning environment paired with quality first teaching, lead to rapid and sustained progress for all students regardless of their starting points. We will ensure that as students grow there is security, breadth and depth of knowledge, understanding and skills. We would anticipate that by using accurate teacher observations and assessment, that informs timely intervention, it would ensure the substantial and sustained progress of all students. All groups of students will have planning appropriate to their needs. This informed data picture would ensure that teachers know their classes well and plan for progress.

Leadership that is effective and relentless in its approach to the above is essential. Leadership will be recruited from a national field and working in partnership with the CEO, will ensure a highly effective school, where performance management of all staff is used successfully, to identify strengths and development areas that are readily acted on.

Our aspirations for achievement are;

- Standards that compare favorably with the national averages and are well above floor targets at KS3 and KS4
- Value added that exceeds the national average
- Attendance that is above the national average.

Aims

We are committed to the following aims:

- Achieving excellence for each individual in learning and personal development
- Providing a safe, caring, exciting and active environment for learning
- Providing rich learning opportunities that lead to continuous improvements in achievement
- We welcome new challenges and use them to enrich our work
- Working together as a community with a shared sense of purpose, and relentlessly high expectations

- Recognising and respecting local values, whilst continuing to broaden horizons
- Providing a cohesive, harmonious environment where everyone can thrive
- Listening to our children, valuing their views, reflecting and acting on what they say.

Ethos

We will establish an ethos that is caring with highly skilled, well qualified and experienced staff. Care, order, discipline and respect for ourselves and others is key to a happy and safe learning environment. We believe these schools will provide the ideal environment for our students to reach their potential in all aspects of school life. All achievements will be celebrated. All our students will be encouraged to try hard, develop a positive attitude to their work and acquire a sense of pride in their achievements. It is our responsibility to ensure that our students have a happy school life and are provided with every opportunity for success. Parents and the local community are central to our ethos and these effective relationships are essential for our success.

The academy will be a highly cohesive multicultural environment that reflects the local community in make-up. This diverse school community will have equality at the core of its values. Tolerance and inclusivity are essential to ensuring an efficient and effective school.

Through our Spiritual, Moral, Social and Cultural provision we will ensure that all aspects of UK democratic values are taught;

- Through our spiritual provision we want students to have the ability to be reflective about their own beliefs and have respect for different faiths, feelings and values. Ensuring that voices are heard and opinions are challenged where this is needed.
- Moral development will ensure students have the ability to recognise the difference between right and wrong and develop a readiness to be able to apply this to their own lives. We will use our rewards and sanctions policies to equip students with the skills to understand the consequences of their behavior and actions. We will ensure there are opportunities to investigate and explore appropriate moral and ethical issues, and develop the ability to become effective British Citizens.
- The effective learning environment and climate for learning will ensure that students develop a range of social skills and a developing awareness of when to adapt their behavior. Crucial to social development is the acceptance and engagement with UK democratic values of democracy, rule of law, liberty and mutual respect

In July 2017, Park Lane Academy will become part of Moor End Multi Academies Trust. The school building was opened in 2006 and was purpose built so that students have an excellent range of facilities and an optimal learning environment.

The Academy has great potential and the staff are highly committed to achieving the best to improve the life chances of all of the students at Park Lane.

This role would be a fantastic opportunity for an individual to really make a difference to the education of these students. Park Lane is easily accessible from the M62 and boasts fantastic facilities and grounds.

Moor End Multi Academies Trust

Sponsorship

Moor End Multi Academies Trust is the sponsor and works in partnership to raise levels of attainment and aspirations of all students. As sponsor, Moor End Multi Academies Trust is very well placed to create a unique institution characterised by high achievement and success. The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local schools.

The benefits that Moor End Multi Academies Trust brings are immense, adding their expertise and ideas as well as opening up life-enhancing opportunities to all in Park Lane Academy.

The key to the Academy's success will be the development of a shared vision, effective and transformational leadership and management, robust partnership arrangements, high quality and focused teaching which guarantees students learning and success. This all needs to be achieved amongst a strong and cohesive staff body.

Students will show good manners, work hard and be honest at all times. They will learn, share and succeed, together.

The Trust

The relationship you will develop with Jane Acklam OBE, as CEO of the Trust, will ensure that this academy runs extremely well day-to-day and performs highly effectively. It is imperative that, as Principal, you take this academy on a journey to Outstanding by implementing and developing:

- ✓ Academy culture and ethos
- ✓ Quality of teaching
- ✓ Progress and achievement
- ✓ Leadership and management at all levels
- ✓ Academy conduct and student behaviour
- ✓ Transition, student numbers and parental engagement

The Trust Vision

- To develop a group of closely partnered academies.
- To ensure all academies are world class centres of excellence for teaching, learning and progress.
- To ensure the trust plays a pivotal role in improving the life chances of students.
- To ensure that local solutions and partnerships meet local needs.
- To focus on school improvement with inclusion and diversity at the core.

Key Priorities

Strong and effective leadership

Strong systemic leaders, who have vision and belief, are key to the trust. Principals who use targeted support to build capacity in leadership teams, managing change and sustaining a whole school approach that leads to improved outcomes for all students.

High Performing Staff

Targeted strategies are used to ensure teachers, support and business support staff have the capability and flexibility to deliver high quality educational opportunities and services. Highly effective professional development is essential for all staff. Working with Teaching Schools and local providers, ensures that staff needs are met, whilst maintaining a clear focus on local and national priorities. A highly productive, happy workforce is essential in sustained school improvement.

Successful students

Every student, in every phase needs a personalised approach. We ensure opportunities in response to individual needs and empower individuals to contribute to their communities and continue to learn throughout their lives. A rich curriculum is essential, providing opportunities that lead to highly engaged students, who are articulate and communicate effectively. Students who feel their contributions are valued, students who become highly effective members of society.

Engaged community

Nurturing and maintaining positive, valuable relationships between school staff, students, their families and the broader community leads to improved outcomes for students. Local community capacity is strengthened when it is built on trust, respect for others, common goals and high expectations for students' achievement. We are committed to engaging strategies to ensure our key priorities are not only met but exceeded wherever possible. Strategic planning with a range of organisations is effective in meeting individual needs.

Trust Partners



THE SELECTION PROCESS

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Vice Principal** you should;

- Follow the link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the personal statement section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of this academy.
- Submit your application by **9am Thursday 27th April 2017**

Time table for the selection process

- Closing date for applications: **9am Thursday 27th April 2017**
- Shortlisting and Invite to interview: **Tuesday 2nd May 2017**
- References requested: **Tuesday 2nd May 2017**
- Interview Day: **Wednesday 10th May 2017**

Please contact Natalie Allan, HR Manager, nallan@edu.moorend.org if you would like to arrange a visit to the Academy.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Park Lane Academy

Job Description

Vice Principal

L18 – L22

The Job description should be read alongside the range of professional duties of Teachers as set out in the School Teachers' Pay and Condition Document (STPCD). Also the National Professional Standards appropriate to the scale and remuneration of the post.

The Park Lane Academy, Senior Leadership Group as a body share corporate responsibility to lead and manage the Academy. They will promote the vision, values and ethos of Park Lane, ensure high expectations in all areas, and promote achievement, success and support positive attitudes and firm discipline. Each member will have specific responsibilities and accountabilities but will be supportive of the others in helping to achieve a holistic approach. Necessarily areas of responsibility will overlap. Specific tasks and areas of responsibility are outlined in the Senior Leadership Team, section of the staff handbook, this document is reviewed and up dated annually.

Purpose of the post

- To assist the Principal with the strategic direction and development of the Academy
- To implement the Academy vision
- To be responsible for all matters relating to the efficient and effective organisation, management and leadership of the Academy
- To deputise for the Principal in her absence on all matters

Main Duties and Responsibilities

The Vice Principal should be able to demonstrate 'Excellence As Standard' and these attributes are outlined in four domains:

1. Qualities and knowledge

- To display a passion for education and dedication to working with students from the full range of our context
- To have well developed interpersonal and communication skills (including written, oral and presentation)
- To demonstrate gravitas, credibility and lead courageously, with a strong visible presence within the academy
- To be able to display the highest levels of personal and professional integrity
- To be skilled in developing staff and building teams
- Be able to demonstrate motivation, empowerment, delegation, coaching and mentoring skills

- To be able to network with multi agencies and other partner organisations and external stakeholders to develop new approached and accelerated improvement
- To have the ability to connect with people at every level to create formal and informal networks; from students to staff, parents to governors and wider partners within the organisation
- To have a clear understanding of educational issues at local, national and a global level
- To have a clear knowledge of effective leadership models and organisational structures
- To embrace new technologies and harness their potential in the development of the Academy
- To lead change through creativity and innovation, thinking strategically whilst being analytical
- To embrace and develop ways of achieving social inclusion, diversity and access
- To build capacity and achieve sustainability whilst dealing with complex and sometimes uncertain issues
- To model the vision and values of the Academy
- To inspire, challenge, motivate and empower others to attain challenging targets
- To celebrate achievement and acknowledge excellence and good practice.
- To have the ability to lead advancement in an academy to support high quality teaching and learning by having an up to date and working knowledge of;
 - curriculum design and management
 - behaviour and attendance management
 - how new technologies support teaching and learning
 - how external, community and family factors can impact on learning
 - be able to procure / arrange external support and expertise
 - tools for data collection and associated analysis

2. Students, Staff and the Community

- To demand the highest and most ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability I staff for the impact of their work on student outcomes
- To have a steadfast commitment to raising the aspirations of the whole academy community
- To engage parents in pupils learning including re – motivating disengaged learners, improving attendance, behaviour and student performance, including vulnerable students
- To be flexible and creative in arranging the best possible learning opportunities for all pupils
- Evaluate review and develop systems and structures.
- To build and sustain effective relationships and communication strategies

- To support a safe, calm and well – ordered environment for all students and staff, focusing on safeguarding students and developing exemplary behaviour within and outside of the Academy
- To seek improvement in your own performance through professional development
- To enable others to develop by creating a professional learning culture within the Academy
- To take account of issues surrounding work-life balance and recognise and value all staff and teams in the Academy
- To have a working knowledge of how performance management can support Academy improvement
- To listen, reflect and communicate effectively with staff and partners at all levels
- To negotiate and manage conflict appropriately
- To hold people to account and challenge under performance.
- To understand and have good knowledge of multi-agency working its benefits and risks
- To embrace the diversity of professional cultures and ways of working cross agency
- To develop and promote extended service provision
- To engage the community in systematic evaluation of the Academy's work and act on outcomes
- To engage in Academy to Academy collaboration and contribute to leadership in the wider education system
- Contribute to the achievement of community cohesion
- To engage in cross phase working and transition issues
- Where appropriate to take a leadership role within and across the community and pyramid
- To consult, engage and communicate with staff, students, parents and carers to enhance children's learning.

3. Systems and Processes

- Support the Principal in organising and managing the people and resources in the Academy to provide an efficient, effective and safe learning environment
- To support the Principal in ensuring that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Support the Principal in organising and managing the people and resources in the Academy to provide an efficient, effective and safe learning environment
- To maintain daily connections with all colleagues and students around the academy through consistently high visibility
- Using self-evaluation and problem solving approaches to seek organisational improvements and ensure that the Academy remains fit for purpose
- Have due regard and up to date knowledge regarding all matters relating to Health and Safety

- Have due regard and up to date knowledge regarding all matters relating to safeguarding children and young people
- Collaborate effectively with others, to build capacity across the Academy ensuring resources are effectively and efficiently deployed
- Have good knowledge of legal issues relating to leading and managing an Academy
- Be able to manage others within an accountability framework
- Be able to think differently, strategically, and creatively in approach to solving problems
- Be able to find simplicity from complexity
- Support the Principal in creating an organisation which enables people to perform at their best and underpins effective employee relations

4. The self-Improving School System

- To have a clear understanding of the principles and practice of effective self-evaluation and preparation for inspection
- Using self-evaluation and problem solving approaches to seek organisational improvements and ensure that the Academy remains fit for purpose
- Have due regard and up to date knowledge regarding all matters relating to Health and Safety
- Have due regard and up to date knowledge regarding all matters relating to safeguarding children and young people
- Collaborate effectively with others, to build capacity across the Academy ensuring resources are effectively and efficiently deployed
- Have good knowledge of legal issues relating to leading and managing an Academy
- Be able to ensure rigour and accountability through strong line management of significant curriculum teams and important aspects of the academy
- Support the Principal in creating an organisation which enables people to perform at their best and underpins effective employee relations
- To be inquisitive in every aspect of the academy, seeking to stimulate improvement, galvanise teams, challenge and support individuals

Specific responsibilities will be negotiated with the post holder on appointment and will be reviewed annually.

Footnote

- (i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.
- (ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the Academy. It will be reviewed annually as a matter of course.
- (iii) Trade union representation will be welcomed in any such consultations.

Signed_____ (Postholder)

Date_____

Signed_____ (Principal)

Date_____

Park Lane Academy
Vice Principal
Person Specification

		Essential	Desirable	How identified		
				A	R	I
Qualification	Qualified Teacher Status	✓		✓		
	Good Honours degree	✓		✓		
	NPQH or commitment to training for		✓	✓		
	Further academic qualifications or management training		✓	✓		
Experience	Evidence outstanding teaching	✓		✓	✓	✓
	Personal success in leading a major curriculum area	✓		✓	✓	
	Experience of managing a team successfully	✓		✓	✓	
	Experience of working in more than one school/Academy	✓		✓		
	Experience of leading both teachers and associate staff	✓		✓		
	Experience of monitoring and evaluating aspects of teaching and learning and/or performance management	✓			✓	✓
	A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time	✓		✓	✓	✓
	Evidence of a commitment to self-improvement as a professional	✓			✓	✓
	Experience of working in a multi culturally diverse school		✓	✓		
	Experience of supporting vulnerable young people using a multi-agency approach		✓	✓		
	Experience of working in a PFI environment		✓	✓	✓	
	Carrying out a senior leadership post that has impacted on standards and progress, positively	✓		✓	✓	
	Experience of working within or alongside a Teaching School		✓			

Professional knowledge skills and abilities	Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective Academy and strategies for raising students achievement	✓		✓		✓
	An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions	✓		✓		✓
	The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome	✓			✓	✓
	A thorough understanding of current educational issues	✓		✓		✓
	The ability to manage change effectively	✓		✓	✓	
	High level personal ICT skills and the ability to use these effectively in a range of situations	✓		✓		
	Be a current AST (Advanced Skills Teacher) or SLE (Specialist Leader of Education)					
	Knowledge, understanding and previous experience of whole school timetabling		✓	✓		✓
Personal Attributes	Ability to work under pressure and to deadlines	✓			✓	✓
	High expectation of self and others	✓			✓	✓
	Excellent punctuality	✓			✓	
	An understanding and commitment to the protection and safeguarding of children and young people	✓				✓
	Excellent organisational skills – especially when logistically planning multiple events involving other institutions	✓			✓	
	Ability to establish and maintain good relationships with others, including leaders from across the region	✓			✓	✓

	Energy, imagination, loyalty and personal commitment	✓			✓	✓
	Ability to inspire the trust, confidence and respect of students, staff and the community	✓			✓	✓
	Sense of humour and maintain a sense of perspective	✓				✓
	Complement the skills and abilities of the Principal	✓				✓