



Assistant Principal

(Start date: January 2018)

Leadership Scale: 7 —12

£45,743 to £51,639

Information for Applicants



Weavers Academy

Striving for success, focusing on learning

Dear Applicant

Thank you for showing an interest in the post of Assistant Principal. This is an exciting time for the school following the recent Ofsted inspection where leadership, teaching, outcomes, personal development, behaviour, welfare and post -16 programmes were all judged good.

In particular, we are absolutely delighted that inspectors noted that the culture of higher expectations had resulted in the rapid improvements seen in recent times.

However, we are not complacent.

We aspire to being a school of first choice for the community, a beacon of hope, a provider of not just a 'good' education, but a 'world class' one! We want our staff, students, families and governors to judge Weavers Academy to be an outstanding school and we want to have that externally verified by Ofsted when they next visit us.

Results at GCSE in both 2016 and 2017 were in line with national averages and 'Progress 8' in 2016 put us in the top 25% of all schools nationally. 2017 indicative 'Progress 8' remains strongly positive.

However, there is still a distance to travel and our improvement journey is now entering a new and very exciting phase as we continue to strive for excellence. Although students in all year groups make good progress across a range of subjects, further targeted work is needed to ensure that all students – including the most able – make the good progress of which they are capable and achieve the highest levels of attainment.

We seek an outstanding teacher of history who is aspiring to senior leadership.

If appointed you will play a major role in:

- a. Formulating the aims and objectives of the school
- b. Establishing the policies through which they are to be achieved
- c. Managing staff and resources
- d. Monitoring, evaluating and reviewing progress towards targets

In addition to the duties associated with the role of Assistant Principal, you will also take on additional areas of responsibility including leadership and management of the humanities curriculum area.

The school is looking to further strengthen the excellent work going on in the humanities curriculum area to drive forward the quality of teaching, learning and progress. Participation rates at both KS4 and Post-16 are increasing as the school expands.

The successful candidate will also be required to teach history to GCSE and A level.

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If you are able to seize the initiative, to problem solve, are driven to deliver strong outcomes and can demonstrate the communication and collaborative skills needed to persuade and influence others we would welcome your application.

Please submit your completed application along with a short supporting statement (no more than 2 sides of A4) outlining how you feel that you meet the requirements of the person specification which can be found on page 10 of this pack.

The application deadline is **12 noon on Tuesday 17 October with interviews later that week.** (Start date: January 2018).

Applicants should refer to the 'Guidance on the Application Process' provided.

I look forward to hearing from you.

Yours sincerely



Vivien Swaida
Principal

The Creative Education Trust is committed to safeguarding and protecting the welfare of children as its number one priority. This commitment to robust recruitment, selection and Induction procedures extends to organisations and services linked to the academy on its behalf.



CET

Creative Education Trust

The Creative Education Trust is a charity and social enterprise set up in 2011 with support from leaders in the creative industries, innovation - based businesses and education.

Their mission is to improve standards of education and skills for children and young people across the UK, equipping them to be successful adults in the competitive, globalised world of the future. The creative, problem solving, innovation and making skills used in design, engineering, high-tech manufacturing and architecture are at the heart of their approach to learning because these skills are at the heart of the UK economy of the future.

They are delivering their mission through exciting innovations in curriculum, teaching and learning which are driving educational improvement and developing students with modern employable skills in their growing number of primary and secondary academies across England.

Their ambition is to be among the very best providers of publicly-funded education in the country. They are achieving their aims through:

- Educational rigour
- Organisational effectiveness
- Financial efficiency
- Partnership and respect for local identity
- Respect for autonomous leadership
- Quality not quantity
- Promoting practical creativity





Job Description

Assistant Principal

Job Description

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks.

JOB TITLE: Assistant Principal

JOB PURPOSE :

1. To contribute to raising standards of student attainment and to ensure outstanding progress.
2. To monitor and support the overall progress and development of students.
3. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
4. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students including in the humanities learning area
5. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

RESPONSIBLE TO: A Vice Principal

SAFEGUARDING: Every member of staff has a responsibility to be proactive in securing safeguarding for all students in line with School policies and procedures.

SPECIFIC RESPONSIBILITIES:

- a. Formulating the aims and objectives of the school
- b. Establishing the policies through which they are to be achieved
- c. Managing staff and resources
- d. Monitoring, evaluating and reviewing progress towards targets

Strategic Planning:

- Leading on strategic planning and monitoring of teaching, learning and assessment.
- Ensuring outstanding attainment and progress across all key stages and promoting strategies for raising achievement, including in the humanities learning area.
- Presenting a clear account of the academy's interventions and outcomes to different stakeholders.
- Having strategic oversight of the academy's examination process .
- Leading by example – with integrity providing a strong, professional presence to staff, parents and students.

Staffing:

- Taking part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continuing personal development in the relevant areas including subject knowledge and teaching methods.
- Leading in the performance management review process as appropriate.
- Ensuring all staff have a clear understanding of student data accountability measures.
- General management and team responsibilities as delegated by the Principal.

Quality Assurance:

- Holding and articulating clear values and moral purpose, focused on providing an outstanding education for students.
- Implementing school quality assurance procedures and to adhere to those.
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders with the ability to be constructive under pressure.
- Sustaining wide, current knowledge and understanding of education locally and nationally and pursuing continuous professional development.
- Communicating the academy's vision and empowering all students and staff to excel.

Management Information:

- Ensuring that the academy's systems and processes are well considered, efficient and fit for purpose.
- Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff.
- Actively supporting the governing body to deliver its functions effectively.

Communications:

- Communicating effectively with the parents of students as appropriate.
- Following, inspiring and influencing agreed policies for communications in the school.

Marketing and Liaison:

- Participating in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
- Contributing to the development of effective subject links with external agencies.
- Championing best practice and securing excellent achievements for all students.

WIDER RESPONSIBILITIES:

Raising Standards: care, guidance and support for learning

- Set high expectations for pupils' behaviour and ensure that it is effectively managed.
- Set appropriate and demanding expectations for pupils' learning and motivation.
- To alert the appropriate pastoral staff to problems experienced by colleagues or by students and make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To manage and contribute to SMSC and information, advice and guidance according to school policy.
- To ensure that the appropriate behaviour management systems are being applied so that effective learning can take place.

Teaching:

- To undertake a designated programme of teaching within humanities, including History GCSE and A Level.
- To lead on teaching and learning and ensure that best teaching practice is systematically shared across the academy, including in the humanities learning area.
- To support teachers in their career progression and in improving their practice.
- To manage the quality of teaching and learning within the academy to ensure that it is the best it can be, including within the humanities learning area.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards or work and homework, including in the humanities learning area.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To take an equitable part in the cover system of the school according to policy and regulations.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Person Specification

SELECTION CRITERIA (no priority order)			
Experience and Qualifications	Essential	Desirable	Assessed by
Relevant degree	X		A
Qualified Teacher Status with a track record of achieving good outcomes for students	X		A, R
Evidence of recent success in leading on, and securing significant improvements in outcomes	X		A, R, I
Possess the knowledge and relevant skills required to deliver strong outcomes through quality of teaching, marking and assessment, including in history at GCSE and A Level	X		A, R, I, IT
Demonstrate evidence of relevant managerial skills, including interpersonal skills and leadership qualities	X		IT, I, A
Commitment to Safeguarding	Essential	Desirable	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		R, LO, I
Motivation to work with children and young people	X		A, R
Commitment to, and belief in, the equal value of all students	X		I R
Ability to raise the self-esteem and expectations of children and young people	X		A, I, LO
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	X		A, R, LO
Teaching and Learning	Essential	Desirable	
Expertise in planning the progression of subject skills within individual and across sequences of lessons, including in history	X		IT, LO, I, R, IT
Proven track record of high expectations and knowledge of effective strategies to secure good attitudes to learning and behaviour	X		A, R, I
Successful experience of teaching history, including at GCSE	X		A, R, I, IT
Successful experience of teaching history at A level		X	A, R, I
Analytical skills and report writing	X		A, R, LO, IT
Relevant skills and experience in tracking student learning and progress with the ability to present complex information in a clear and concise manner to others including governors.	X		A, I, R, IT
Interpersonal Skills	Essential	Desirable	
Ability to communicate effectively and relate well to all stakeholders	X		A, R, I, LO
Ability to work as part of a team	X		A, R, I
Personal Qualities / Skills	Essential	Desirable	
Strong interpersonal skills including the ability to persuade and influence others to secure whole school targets and goals.	X		A, R, I, LO
Evidence of working constructively under pressure	X		A, R, LO
Demonstrate good decision making skills with an ability to identify and implement solutions to problems.	x		A, R, LO
Be committed to continuing professional development through wider reading, research and membership of professional organisations.	x		A, R, LO, I

The selection criteria above will be assessed in the following ways: -

Key:

A = Application

LO = Lesson observation

I = Interview

R = Reference

IT = In Tray

How to Apply

To apply for this position please complete a teaching staff application form, and a letter of application of no more than 2 sides of A4.

Please return them by email to HRManager@weaversacademy.org.uk or by post to the HR Manager (Mrs S Cirelli) Weavers Academy, Brickhill Road, Wellingborough, NN8 3JH. CVs are not accepted.

Closing date: 12 noon on Tuesday 17 October with interviews later that week.

(Start date: January 2018).

The successful candidate will be subject to an enhanced DBS check. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



**WEAVERS
ACADEMY**

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