



Recruitment Pack

**Vice Principal
Park Lane Academy
Required: ASAP
Grade/Scale: L14-L18**

Dear Colleague,

Thank you for expressing an interest in this post.

We are seeking an enthusiastic, innovative **Vice Principal of Curriculum, Learning and teaching** to join our dynamic team, who is dedicated to providing the best possible opportunities to our students. We take our role in raising the aspirations of our students and meeting the ambitions of our staff very seriously. You will have the ability to inspire, enthuse and encourage students to enjoy their learning, leading to a desire to achieve their highest potential.

Park Lane Academy is on an exciting journey, as part of the South Pennine Academies Trust, the improvements we have made over the last two years are significant and we are looking to continue this with your appointment to our team.

Staff, students and parents all agree Park Lane is a great place to work and learn. Please see our website www.parklane.org.uk. And our social media pages to learn more about life at PLA.

If you would like to discuss the role in more detail or visit to see the academy in action, please contact Mr Stuart Hillary, Head of School on hillarys@parklane.org.uk.

If you are committed to improving the life chances of children and think that you are right for this position then we look forward to receiving and reading your application.

Best Wishes

Kash Rafiq

Executive Principal



Stuart Hillary

Head of School





Joining South Pennine Academies

. **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression. Please visit the following link to view the South Pennine Academies CPD brochure -

<https://www.southpennineacademies.org/Professional-Development-at-SPA/>

. **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.

. **Wellbeing Benefits** – Through our wellbeing provider, **Smart Clinic**, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.

. **Free Will Writing Service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.

. **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.

. **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies

Academy Overview

Park Lane is a vibrant and welcoming secondary academy. We are part of a highly successful and supportive Trust, enjoying the benefits of effective collaboration through working in partnership with the eleven academies and Huddersfield Horizon SCITT that make up the trust.

Based 3 miles out of Halifax Town Centre, in Exley; the academy buildings and grounds offer an exceptional modern learning environment and facilities, yet with the countryside literally on our doorstep meaning we can provide a wealth of additional curriculum enrichment opportunities for our students including DofE awards, sport clubs and fitness suite use for students.

We are an 11-16 mixed comprehensive academy with an increasingly positive reputation across Calderdale. Outcomes have improved steadily in recent years, with a fantastic curriculum in place, which offers real breadth and reflects the interests and ambitions of all students on our roll. We are proud to hold the Careers kitemark, for excellence in guidance

and support for students. The majority of our learners stay in education post 16 at the further education colleges within Calderdale. As a small secondary school, we take pride in the fact that every member of staff knows every student well. We truly value the relationships we foster with every staff member, student and family. This gives us a real 'family' feel that permeates through every element of our work and is something that visitors to the academy often comment upon.

Our core values are at built into the foundations of all that we do; Pride Respect and Ambition. We are proud that we are fully inclusive, serving a diverse community. We recognise that in order to excel academically, students also need exceptional care, guidance and support throughout their secondary education. Our team of dedicated staff work together with families, governors and the wider community to bring our values of Pride, Respect and Ambition to life, supporting students to develop the attitudes, knowledge and skills for future success.

As experienced and successful leaders, we are passionate about ensuring high-quality staff development leading to excellent teaching and pastoral support, positive relationships and the promotion of a culture that enables all to reach their potential, both students and staff. We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and improve their life chances.



Sponsorship

In the October of 2018, Park Lane Academy joined in partnership with South Pennine Academies to raise levels of attainment and aspirations of all students. As sponsor, South Pennine Academies 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 South Pennine Academies 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 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

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.

How will this support my development?

As a teacher, you will have opportunities to work alongside SLEs from the Trust and gain expert support from the best in Education. We also hold Trust-wide CPD sessions and have a shared resource iCloud system, to enable you to work with your colleagues across the MAT and gain their opinions on your strategies and resources, sharing effective ideas.

South Pennine Academies School Effectiveness Team offers coaching to both middle and senior leaders and we engage in Ambition Schools Leadership Programmes for those aspiring to further their careers.

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 you should;

- Complete the application from our website fully, ensuring all details are accurate and all declarations are signed
- Please ensure you enclose two previous employers' professional referees, 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, this should be no longer than the allocated space of two sides in the application 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 electronically by **midnight on Sunday 11th December on My New Term.**

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced disclosure and barring service check and the Academy's safer recruitment policy and procedures.

Vice Principal – Curriculum, Learning and Teaching

Job Description

You should be able to demonstrate that you meet the following criteria:

**E = Essential
D = Desirable**

measured by:

- A. **Application Form**
- B. **Test / Exercise**
- C. **Interview**
- D. **References**

General		
E	<ul style="list-style-type: none"> • An inspirational strategic leader, passionate about transforming lives and driving up expectations with the aim of promoting an aspirational culture 	B
E	<ul style="list-style-type: none"> • Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability 	A C
E	<ul style="list-style-type: none"> • Committed to raising standards of achievement 	C
E	<ul style="list-style-type: none"> • Possess personal integrity, warmth and a willingness to grow and learn 	C
E	<ul style="list-style-type: none"> • An effective communicator – verbal and written, to individuals, groups and at whole staff level 	A C

Qualifications		
E	<ul style="list-style-type: none"> • Degree or equivalent – QTS 	A
D	<ul style="list-style-type: none"> • Completion or working towards further Professional Qualifications 	A
E	<ul style="list-style-type: none"> • Recent relevant training 	A
D	<ul style="list-style-type: none"> • Recent child protection/safeguarding and training 	A

Experience		
E	<ul style="list-style-type: none"> • Successful experience as an outstanding middle and senior leader in a secondary setting and / or leadership and management in a local authority 	A
E	<ul style="list-style-type: none"> • Experience of working to improve the quality of education at whole school level 	A C
E	<ul style="list-style-type: none"> • Leading whole-school/Trust or LA training events 	A
E	<ul style="list-style-type: none"> • Successful involvement in self-evaluation processes and data analysis as an aid in personal and institutional improvement, development and change 	D
E	<ul style="list-style-type: none"> • Successful implementation of initiatives for raising attainment 	D
E	<ul style="list-style-type: none"> • Successful working relationships with students, staff, parents /carers, Governors and the wider community 	D
E	<ul style="list-style-type: none"> • Good financial management skills 	D
D	<ul style="list-style-type: none"> • Successful experience in leading and managing change and innovation in seeking high performance 	B
D	<ul style="list-style-type: none"> • Proven track record as a highly skilled classroom practitioner 	A D

E E	<ul style="list-style-type: none"> • Successful implementation of strategies to improve outcomes and attitudes towards learning 	A D C D
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Leadership and Management

E	<ul style="list-style-type: none"> • The ability to develop, deliver and evaluate PLA's strategy for improving learning and teaching 	B
E	<ul style="list-style-type: none"> • Engagement with high-quality academic research and the ability to implement and evaluate appropriate approaches 	B
E	<ul style="list-style-type: none"> • Secure grasp of secondary curriculum design at whole-school level, and a creative approach to curriculum-related problem solving 	C
E	<ul style="list-style-type: none"> • The ability to identify training needs for middle leaders and teachers, and develop appropriate plans for training 	B C
E	<ul style="list-style-type: none"> • Ability to articulate, communicate and uphold the vision and embody the values that make the Park Lane Academy unique 	C
E	<ul style="list-style-type: none"> • Enabling the highest levels of student achievement through translating vision and ethos into practice 	C
E	<ul style="list-style-type: none"> • Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement 	C B
E	<ul style="list-style-type: none"> • Commitment to lead by example 	C D
D	<ul style="list-style-type: none"> • Proven practice in selecting, leading, motivating and supporting staff to achieve high standards for all 	A C
E	<ul style="list-style-type: none"> • Personal leadership skills in networking with a range of other providers in other sectors and institutions 	A D

Knowledge, Skills and Abilities

D	<ul style="list-style-type: none"> • Knowledge of current national policies in relation to pedagogy, curriculum, leadership, learning and teaching 	C
E	<ul style="list-style-type: none"> • Understanding of key methodologies which are effective in raising standards in schools/academies 	C
E	<ul style="list-style-type: none"> • Sound knowledge of appropriate strategies that underpin the further raising of pupil attainment 	B
E	<ul style="list-style-type: none"> • Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal 	C
E	<ul style="list-style-type: none"> • Able to make decisions, identify and solve problems based on thorough analysis and sound judgement 	C
E	<ul style="list-style-type: none"> • Able to analyse and use data to establish benchmarks and set challenging targets for improvement 	B
E	<ul style="list-style-type: none"> • Excellent interpersonal, written and oral communication skills 	B
E	<ul style="list-style-type: none"> • Strong interpersonal skills and ability to work well under pressure, delegate, plan and manage time effectively 	B C
E	<ul style="list-style-type: none"> • Personal resilience and the ability to maintain staff morale at times of pressure and change 	D C
E	<ul style="list-style-type: none"> • Able to plan strategically for the future 	C D
E	<ul style="list-style-type: none"> • The ability to think 'outside the box' in order to stimulate innovation and to secure the future success of the Academy 	B
E	<ul style="list-style-type: none"> • Ability to create positive relationships and 'defuse' situations 	B C

JOB TITLE: Vice Principal – Curriculum, Learning and Teaching

Salary: L14-L18

ACCOUNTABLE TO: Executive Principal and Heads of School

Purpose of Job:

We require a passionate and inspirational individual with exceptional leadership qualities to join our highly successful leadership team. We are looking for an outstanding leader who is driven by a commitment to creating the best possible educational opportunities for young people in order to raise aspirations and transform lives. You need to be an exceptional classroom practitioner with a clear vision and understanding of the needs of young people in a secondary school environment and play a significant role in enabling our students to achieve and fulfil their academic potential.

Responsible for:

- Leading on learning and teaching at whole school level, including pedagogical and research-driven strategies to support this
- Developing and refining the whole-school curriculum, ensuring aspiration and equity for all learners, and working with key stakeholders to delivery parity
- Liaison and collaboration between other Trust secondaries, and wider educational settings, to share best practice and develop mutually beneficial links
- High quality line management of subject areas and middle leaders
- Development and implementation of intervention strategies to raise attainment for all students
- Development and delivery of high-quality professional development for middle leaders and teachers
- Planning and delivery of an aspirational programme of professional development for middle leaders, tailored to those at different stages of their career
- Planning and development of cross-curricular links, including strategies to promote learning as a result of this
- Working as a key member of the learning and teaching team to monitor classroom standards, and address issues or concerns in a timely and impactful manner
- English and maths 'match up', ensuring that as many students as possible achieve this key headline measure

NB: All post-holders at Park Lane Academy are responsible for improving the outcomes for learners and upholding the ethos of the Academy.

Please note that this job description should be read in conjunction with the National Teacher Standards 2020.

Employment duties:

General Duties and Responsibilities

- Ensure the principles expressed in the mission statement of PLA and those of South Pennine Academies are evident in every aspect of the discharge of the duties of the post.
- As a member of the Senior Leadership Team to communicate and implement the aims, policies and ethos of the school and to manage, monitor and review the provision of high-quality education.
- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the Academy, leading by example.
- Be committed to working in a cohesive, supportive and forward-thinking team of senior colleagues which shares an ambitious vision to drive up expectations and promote and aspirational culture
- Develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Have personal authority, communication and organisational skills to lead and manage effectively and with impact
- Strategic lead on whole school behaviour and attitudes for learning strategy, including the refining of policy and procedures as necessary, communicating these to all stakeholders.
- To submit written reports for full governor meetings and other relevant meetings as required.
- Take the role of Performance Manager for personnel within the Academy performance management structure.
- Be prepared to work 'across the piece' being flexible and interested in other senior leadership areas.
- Have high expectations of students and staff and to celebrate successes at every opportunity
- To contribute towards School Self-Evaluation and School Improvement Planning.

Strategic Leadership Responsibilities

- Take on-going responsibility for maintaining and refining the South Pennine/Park Lane Academy approach to learning and teaching
- Secure and sustain high levels of stakeholder buy-in with a well-designed and effective curriculum plan which meets the needs of the academy
- Through structured monitoring, analysis and review processes, account for standards to SLT and MLT, planning interventions/support in response as necessary.
- Develop effective approaches and strategies to ensure all middle leaders receive high-quality training and professional development aligned to their needs.
- Support middle leaders in the effective design and implementation of subject-specific professional development and pedagogy for their teams.
- Establish meaningful and fruitful cross-phase links to ensure the KS2 and KS3 curriculums are aligned, and student progress is supported through effective sequencing.
- Develop and embed research-informed strategies which support student progress and attainment, so that PLA outcomes remain well-above national
- Establish meaningful cross-curricular links, including approaches which will support students in the development of schema, and academy-wide events for significant areas of collaboration.

Curriculum

The Vice Principal will be responsible for ensuring:

- The Executive Principal and Heads of School are kept fully informed with relevant information around the curriculum, including uptake within the key stage four curriculum linked to internal and/or national expectations and any areas of concern
- That all professionals within the middle leadership team are supported with high-quality training so that they understand what a high quality curriculum in their area looks like in line with key guiding documentation including the national curriculum and Ofsted Research reviews.
- The planned and delivered curriculum follows the aims and objectives set out in the national curriculum. Where any gaps are identified there are clear plans in place to resolve these issues.
- Curriculum planning documentation is of high quality and supports effective planning, sequencing and understanding across key stakeholders.
- The curriculum aims, objectives and content are clearly communicated to key stakeholders including parent/carers and students.
- Relevant research is effectively disseminated, so that teachers and leaders at all levels have a clear understanding of best practice and academy approaches.
- The curriculum supports students within all groups (including the disadvantaged and those with SEND) to make good progress in line with their peers. All students receive their full curriculum entitlement.
- In the main the curriculum is delivered by specialists and where in the rare occasions this is not possible high quality training and support is provided by leaders to ensure that teachers are supported and students receive a good quality of education in the particular subject.
- Middle leaders and teachers are encouraged and opportunities facilitated so that they can participate in subject specific networks to help improve the knowledge and pedagogy within their subject domains.
- Work around curriculum transition is a focus with opportunities created and facilitated so there is an improved understanding of the curriculum at key stage 2 and key stage 5.
- Clear processes are followed in terms of the curriculum planning and organisation. The Vice Principal will follow Trust procedures and timescales and ensure that agreed benchmarks are worked towards in terms of curriculum led financial planning
- The Ofsted handbook, Quality of Education section is a clear reference point to ensure that we are providing a high quality of education.

Learning and Teaching

- To provide leadership which ensures that teachers are well supported to improve their pedagogy and practice in order to secure outstanding progress and achievement for all students
- Develop a clear range of research-informed pedagogical strategies to implement and monitor the impact of, ensuring staff are trained and appropriately supported to deliver these effectively.
- Monitoring data across KS3 and 4 to identify any patterns of underperformance, supporting staff with appropriate strategies and interventions to address this

- Working alongside the middle leadership team to identify subject-specific needs, and supporting them in planning and delivering professional development to effectively address these
- Develop and embed approaches to quality assurance which identify patterns and trends, with clear plans for rapid and sustained improvements where required
- Identify patterns of underperformance, and effectively intervene so that rapid and sustained progress is made
- Lead the L&T team so that expertise is shared widely, and the team work effectively and collectively to sustain improvements
- Support the Principal in leading whole school planning and assessment through accurate record keeping and sophisticated data analysis
- Work collaboratively across the Trust, and the wider educational landscape, to ensure that best practice is shared, and developed to suit our setting
- Maintain a teaching timetable and teach each outstanding lessons that motivate, inspire and improve student attainment

Middle Leaders

Working alongside the HOS for Outcomes and Professional Development:

- Ensure effective QA, PM and self-evaluation, identifying areas of development for curriculum and subject leaders, planning for meaningful programmes to meet these needs and measure impact.
- Improve the quality of subject-specific professional development across the academy through research, training, and monitoring of impact.
- Provide support and guidance for middle leaders to enable them to improve standards within and beyond their team.
- Use data effectively to support middle leaders in the identification of areas of need, and the subsequent planning – and implementation – of strategies to address these.

Leading and managing staff:

You will:

- To play a key part across the secondary trust academies as required by the Executive Principal to undertake a supportive, collaborative and partnership approach to school improvement.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the Academy, leading by example.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Provide high quality line management

Footnotes:

(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 his/her representative.

(ii) This job description may be reviewed at any time via consultation between the LAB and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the school.