**Appointment**

**Information Pack**







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| **Vacancy** | Deputy Principal |
| **Location** | Manor Green Primary Academy |
| **Start date** | January 2018 |
| **Closing date& time** | Friday 20th October @12.00 noon |
| **Salary** | L9- L13 |
| **Return application to** | *d.warren@focus-trust.co.uk* |

**Welcome from the Academy Principal**

The Governors and Principal wish to appoint a permanent, full time Deputy Principal.

We will be considering the applications for this role from 12 noon on Friday 20 October and will contact the successful applicants who have been shortlisted.

Interviews will take on the **Thursday 26 October 2017**.

Visits to candidates’ school may take place (prior to interview) to view teaching and class room practice.

**Academy details**

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| **Address** | Mancunian Road, Haughton Green, Denton M34 7NS |
| **Telephone** | 0161 336 5864 |
| **Email** | manorgreen@focus-trust.co.uk |
| **Website** | www.manorgreenprimaryacademy.co.uk |

**Job Description**

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| **Academy** | Manor Green Primary Academy |
| **Job title** | **Deputy Principal** |
| **Grade** | L9-L13 |
| **Accountable to** | Principal |
| **Line manager** | Principal |

**Key Purpose**

To assist the Principal with the leadership, management and organisation of the Academy in seeking to achieve the highest standards of pupil achievement and Academy efficiency.

To play a major role in assisting the Principal to:

* Formulate and model the aims and the objectives of the Academy and the improvement plan
* Establishing the policies and guidance through which objectives are to be achieved
* Managing staff and resources to achieve the objectives of the academy and the improvement plan
* Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils
* Monitoring progress towards their achievement

**Key relationships**

* Children, parents and staff
* Local governing board
* Chief Executive and other members of the Focus-Trust team
* Other academy principals
* The trustees
* Other local Academies and stakeholders

**Key responsibilities**

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Deputy Principal in order to realise the Academy’s vision and outcomes of the academy. The key duties are set out under the following headings:

1. Shaping the future
2. Leading teaching, learning and assessment
3. Developing self and working with others
4. Managing the organisation
5. Securing accountability
6. Strengthening community
7. Child protection and safeguarding
8. Equality
9. Deputies
10. Specific responsibilities

 **Shaping the future**

* + Ensures the vision for the Academy is clearly articulated, shared, understood and acted upon effectively by all.
	+ Motivates and works with others to create a shared culture and positive climate
	+ Works with individual staff and teams to translate the Academy's vision into agreed objectives and operational plans which will promote and sustain improvement

**Leading teaching and learning**

* Be a good role model to all staff within the Academy and reflect a high level of professional teaching standards

Demonstrates and articulates high expectation and can set stretching targets for the whole Academy

* Monitors, evaluates and reviews classroom practice and manages improvement strategies.
* Analyse and interprets data to inform class room practice across the Academy

**Developing self and working with others**

* Manages positive working relationships with all staff.
* Motivates and challenges all staff to maintain high expectations of professional standards and behaviours.
* Develops and maintains effective strategies and procedures for staff induction, professional development and performance review

**Managing the organisation**

* Recruits, retains and deploys staff appropriately
* Implements evidence-based Academy improvement plans and policies for the organisation and its facilities
* Ensures that policies and practices take account of Trust, national and local policies and initiatives
* Manages the Academy environment to ensure that the Academy meets all health and safety regulations

**Securing accountability**

* Managers staff roles and ensures that responsibilities are clearly defined, understood and agreed
* Works with the governing body or governing body sub groups to enable then to meet their statutory responsibilities
* Presents the Academy’s performance and other Academy initiatives to a range of audiences; parents, Governors, Academy Improvement Partners and other external agencies.

**Strengthening the community**

* Works with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community
* Builds the reputation of the Academy with the outside community
* Creates and maintains partnerships with parents and carers to support and improve pupils’ achievement and personal development

**Child protection and safe guarding**

* Ensure that the Safeguarding and child protection policies and procedures are fully implemented and followed by all staff.
* Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

**Equality**

* Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
* Actively challenge and address discrimination.

**Deputies**

* Deputises for the Principal in their absence

**Specific responsibilities (including teaching responsibilities)**

The following specific responsibilities have been agreed:

* Analysis and monitoring of Pupil Premium Grant expenditure and impact
* Teaching across the school as required (this is unlikely to be on a full-time basis)
* Developing consistent teaching and learning systems across the academy
* Supporting middle leaders with their role
* Supporting Teaching Assistants with intervention, including inset and coaching
* Embedding a coaching approach to sustainable and self-led school improvement

**Beliefs, attitudes and personal attributes**

* Focused on students’ achievement; puts children ahead of personal or political interests.
* Resilient and persistent in goals, but adaptable to context and people.
* Willing to develop a deep understanding of people and context.
* Willing to take risks and challenge accepted beliefs and behaviours.
* Self-aware and able to learn.
* Optimistic and enthusiastic.

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the academy or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

* Actively support the work and ethos of the Focus-Trust.
* Undertake such additional duties as may reasonably be requested by the Principal or the Chief Executive.
* Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
* Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
* Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
* Comply with and support all policies of the Focus-Trust and academy.
* Ensure that all statutory requirements are met.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy and/or Trust.

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|  **Deputy Principal** **Person specification****Key:****App** – Application Form**Ref** – Reference**SP** – Selection process. This could include a range of exercises, including an interview. |
| **Knowledge, Experience and Skills** |
|  | Essential/Desirable | How identified |
| ***Leadership and management*** |  |  |
| Ability to build effective relationships with staff, parents, governors and other agencies | E | App/SP |
| Ability to line manage staff | D |  |
| Ability to use HR policies and procedures | D |  |
| Ability to make and implement difficult decisions | D | App/SP |
| ***Shaping the future*** |  |  |
| Implements an improvement plan across a key stage area or class room, identifying the priorities and evaluating the impact | E | App/SP |
| Works with and motivates teams and individuals to implement changes across the Academy  | D | App/SP |
| ***Leading Teaching and learning*** |  |  |
| Being an Excellent teacher – by national standards | E | App/SP |
| Knowledge of how to use data to monitor pupil progress | E | App/SP |
| Knowledge of assessment tools to monitor teaching and learning | E | App/SP |
| Ability to identify effective interventions to ensure pupils maintain good progress  | E | App/SP |
| Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback  | E | App/SP |
| ***Developing self and working with others*** |  |  |
| Regularly reviews own practice and continually participates in quality CPD  | E | App/SP |
| Uses CPD to motivate, enthuse and develop staff | D | App/SP |
| Ability to plan and allocate work effectively | D | App/SP |
| Ability to coach and mentor staff | D | App/SP |
| ***Managing the organisation*** |  |  |
| Implements changes to staffing structures | D | App/SP |
| Recruits, retains and manages a range of Academy staff | D | App/SP |
| Manages the Academy’s environment in line with health and safety regulations | D | App/SP |
| ***Securing accountability*** |  |  |
| Holds people to account for what they have agreed to deliver | E | App/SP |
| Works effectively with the governing body to fulfil statutory duties | D | App/SP |
| Provides performance data to parents, governors and Academy improvement officers  | D | App/SP |
| ***Strengthening the community*** |  |  |
| Builds relationships with community groups, outside agencies and other Academies which create innovative learning experiences for pupils  | D | App/SP |
| Promotes the Academy | D | App/SP |
| Works with parents and carers to improve pupil achievement  | E | App/SP |
| ***Safeguarding and Child protection*** |  |  |
| Is aware and able to manage effective CP policies and procedures | E | App/SP |
| Ability to deal with sensitive issues in a supportive and effective manner | E | App/SP |
| **Qualifications and training** |
| Qualified Teacher Status or other educational qualification | E | App/SP |
| A degree or management qualification | D | App/SP |
| NCSL – Leading from the middle (or another NCSL leadership programme) | D | App/SP |
| **Personal qualities and attributes** |
| Moral purpose (Equality, children and adults treated with respect) |  | SP |
| Excellent communicator (Listening, putting a message across) |  | SP |
| Child centred |  | SP |
| Resilient |  | SP |
| Integrity |  | SP |
| Self-motivated and able to motivate others |  | SP |
| Enjoys challenge |  | SP |
| Works to deadlines |  | SP |
| Enthusiastic and optimistic |  | SP |
| Excellent problem solving/analytical skills |  | SP |
| Self-awareness, knowledge of strengths and limitations |  | SP |

**About our Academy**

The Academy has just recently appointed a new Principal, Debra Warren.

Jackie Lomas, the current Principal, is on a phrased retirement this term and will retire at Christmas. Debra Warren will take on the full time Principal’s role in January 2018.

**Academy vision**

We are the future – the world is in our hands
At Manor Green we aim for our children to have the values, attitudes and skills to be
honest, hardworking and active citizens with high aspirations for the future







**Our Core Values**

(As developed with the staff team September 2017)



**Our pupils**

The behaviour of our pupils is outstanding – they are polite, well- mannered and very welcoming.

**Our staff**

We have a very proactive and enthusiastic staff who work well as a team. They encourage the children to be responsible for their own behaviour and learning in a relaxed, happy and purposeful environment.

**Our geographical area**

Manor Green Primary is a popular community academy which is located in the heart of Haughton Green, Denton, Manchester.

**Our facilities**

We have extensive grounds which include three linked playgrounds (one of these a ‘sports cage’), Early Years outdoor learning area, playing fields including a football pitch, open grassed areas vegetable plots and a ‘Discovery’ garden that we use to develop our ECO/science work. The Key Stage 1 playground has a large climbing frame and the Early Years area has an obstacle course. There are two large halls and a well-resourced ICT suite. The Key Stage 2 department is on two floors with eight classes plus a meetings room / teaching area. The infant department is single story with six classrooms, a nursery and a well-resourced library

**Our school organisation**

Our academy is two form entry with fourteen classes plus a part-time nursery (morning and afternoon). Before and after school, we have a care club called ‘Friendly Faces’ which is managed and led by Manor Green staff.

**Our curriculum**

Our curriculum is lively and inspiring, providing many opportunities for the children to develop socially, emotionally, spiritually and academically. We have exciting cross-curricular themes which include the requirements of the new (and more challenging) national curriculum. They also contain the other dimensions of learning such as citizenship, multicultural education, personal, social and health education (PSHE) and environmental awareness. We take every opportunity to invite in visitors and go on school trips. and provide a wide range of clubs including sports, music and art activities. Children also have the chance to undertake responsibilities such as class monitors, year 6 play leaders, school council, ECO committee, organizing charity events, reading buddies etc.

**Our extra-curricular activities**

We provide a wide range of clubs including sports, music and art activities, for example girls and boys football, cross country, gymnastics, math’s club, code club, origami, board games, French, brass band and choir.

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| **Academy Quick Facts** |
| **Type of school** | Primary |
| **Age range** | 3-11 |
| **Location/LA** | Tameside |
| **Number of children** | 437 |
| **Number of teaching staff** | 21 |
| **Number of support staff** | 45 |
| **% FSM** | 15% |
| **% SEN** | 15% |
| **% EAL** | 3% |

**About The Focus-Trust**

**Introduction**

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however, their line managers are the leaders of each academy. Each academy has its own local governing board. Further details about the Focus-Trust can be found at [www.focus-trust.co.uk](http://www.focus-trust.co.uk)

**The Focus-Trust Charter**

It is the purpose of the Focus-Trust to continually strive to be a learning organisation, where the learning of all children and adults is valued and promoted. The Focus-Trust Charter outlines the behaviours and expectations for everyone.

**Commitment**

‘Learning together – making the difference’

**The Focus-Trust Values**

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

**Care** for children, adults and the learning environment

**Share** expertise and best practice for the benefit of all learners

Be **fair**, honest and inclusive – demonstrating integrity

**Dare** to do things differently and have a go

We expect **learners** to:

* **achieve** well;
* **feel safe and secure** to **take risks** and make mistakes;
* **want to improve** and know how to improve;
* have **high aspirations** and be ready for the next steps in learning and life;
* have **high expectations** of self;
* be **independent**, **resilient** and **respectful** of self and others;
* be **tolerant** and **open-minded**;
* be **happy** and **confident**;
* have both **independent** and **collaborative learning skills**; and
* be **proud of their community** and know how to contribute to it.

**‘Learning together – making the difference’**

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We expect **teaching** and the **curriculum** to:

* challenge, excite and engage;
* be based on prior assessment and use well-judged teaching strategies in order match individual needs accurately;
* provide constructive feedback to ensure that all children make significant gains in their

 learning;

* promote independent and collaborative learning;
* promote British values and prepare pupils for life in modern Britain; and
* embed basic skills which are used and applied.

We expect **parents and carers** to:

* ensure that their child has excellent attendance;
* ensure that their child arrives at school on time and is collected on time;
* support their child with home learning;
* attend meetings with their child’s teacher; and
* support the ethos and work of the academy.

We expect **staff** to:

* take responsibility for pupil outcomes;
* demonstrate high expectations of behaviour, personal development and academic progress;
* create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
* value and reward both effort and excellence;
* model respect and tolerance;
* enjoy working with children;
* want every child to be the best they can be;
* adopt an aspirational, no excuse, approach to their work;
* ensure learning is challenging for all pupils;
* ensure that parents and carers are respected and treated as partners in learning;
* be proactive, take responsibility and keep up to date; and
* make a difference to the academy.

We expect **leaders** to:

* be ambitious for the success of the academy and the Trust, showing relentless determination;
* model Focus-Trust behaviours and values;
* ensure that teaching maximises progress;
* hold staff to account for their practice and the outcomes the children achieve;
* take responsibility for the success of the academy;
* take responsibility for the wider success of the Trust and all its children;
* strategically deploy resources to maximise progress;
* challenge, support and develop people;
* work with integrity and respect;
* value diversity and equality;
* work in partnership with the community; and
* value both effort and excellence.

**Professional development opportunities with the Focus-Trust**

All the academies within the Trust are willing partners who have actively chosen to join the Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group. Each of the academies within the Trust is autonomous and has their own distinctive ethos which meets the need of their community.

From the outset, a half termly Leaders’ Forum (attended by Principals and their Deputies) has met. The purpose of the Leaders Forum is to deal swiftly with operational issues and focus mainly on pedagogical/educational issues. This has enabled a great deal of sharing of best practice from within the academies. Staff benefit from the opportunity to link across a wider community of diverse academies.

A range of other forum groups are in place and have received overwhelmingly positive feedback and support. These include:

* English Leaders – externally facilitated
* Mathematics Leaders – externally facilitated
* Science Leaders – externally facilitated
* Early Years Leaders – externally facilitated
* Governors
* SENCOs
* Business Managers
* Improving Pupils Outcome forums for all teachers Reception to Year 6
* Pupil Premium Forum
* Healthy Schools Forum

All of the above forums have enabled staff at all levels to benefit from enhanced professional development and mutual support.

The Trust runs its own programme for the induction of newly qualified teachers. In conjunction with Cumbria University, the Trust runs its own Initial Teacher Training school based PGCE School Direct Programme.

For more information about how Focus Trust develops its staff, please go the Focus Trust website

[www.focus-trust.co.uk](http://www.focus-trust.co.uk)

**What you might need to know before making an application**

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

**Terms and conditions**

Terms and conditions at the Focus Trust reflect those found nationally.

**Pensions**

The Focus Trust contributes to Teachers’ Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

**Continuous Service**

The Focus Trust recognises continuous service with local authorities

**Employer Relations**

The Focus Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

**Equality of opportunity**

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Safeguarding**

The Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Dress code**

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

**Policies**

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

**Making an application**

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile– no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Complete the Disqualification by Association form
7. Return your (i) application form, (ii) knowledge and skills profile, (iii) equal opportunity monitoring form and (iv) Disqualification by Association form by the closing date and time.

**Completion of application**

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

**Short listing**

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

**Person specification**

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

**Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

**Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

**References**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

**Previous employment section**

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

**Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person speciation for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

**Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

**Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

**Declaration – relatives and other interests**

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

**Equal opportunities monitoring form**

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements.

**Disqualification by Association form**

All job applicants are expected to complete the form to assist us in complying with statutory requirements.

**Thank you for taking the time to read this information pack.**

**We wish you every success in any application you may make.**