



Information for applicants: Deputy Principal-



WELCOME TO THE ESSA FOUNDATION ACADEMIES TRUST

All will succeed

The ethos of Essa is summarised in these three words. It doesn't just refer to our learners. Our Sponsors and our Board of Trustees want all those involved in the Essa journey to succeed.

Our schools need great people in the classrooms but every part of Essa needs people who are prepared to go the extra mile, are passionate about making a difference to the lives of children and young people, love working in teams, are collaborative and generous as colleagues and value the contribution of all parts of our Trust.

We are part of a strong collaborative, caring community and our children and staff are right at the heart of that. The challenges of disadvantage which they face can be lightened by the security of having a good school on the doorsteps for their children and one where their life chances will be enhanced and secured. Every member of staff contributes to the life chances of every child and celebrates every success .

I hope you will want to be part of the Essa team and help us ensure that 'All will succeed'.

Anne Casey, Chief Executive



THE TRUST

The Essa Foundation Academies Trust currently sponsors two academies:

- **Essa Primary School, age 4-11.**
- **Essa Academy, age 11-16.**

Essa Primary School was inspected in October 2019 and was judged to be good in all areas with outstanding early years provision.

Essa Academy was inspected in October 2021 and judged to be a good school in all areas.

Essa Primary (October 2019)

'This is a happy and caring school. Pupils behave well.'

'They listen attentively during lessons and they follow teachers' instructions carefully.'

'No time is wasted in class.'

'Pupils enjoy school. They are polite, and they respect the differences between themselves and their peers.'

'Children get off to a flying start in Reception.'

'Teachers in the early years have created classrooms brimming with exciting learning activities.'

Inspectors also praised the leadership of the Principal and her team who they said 'have worked tirelessly to develop the school.'



Essa Academy (October 2021)

'Essa Academy is a community underpinned by a culture of tolerance and respect.'

'Without exception, every pupil who spoke to an inspector said that they are proud to attend Essa Academy.'

'Teachers have high expectations.'

'Across the school, all pupils achieve well.'

'Leaders have created a strong and purposeful learning environment.'



VISION & VALUES - *All Will Succeed*

Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

Here is what is at the heart of all we do:

Developing decent people:

Results and qualifications are important, but they are not the whole story – far from it. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

Achieving full potential, no excuses:

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We'll do this by instilling an acceptance that hard work, effort and application really does pay off. Through effort and application come self-respect, self-esteem, self-belief and success.

Discipline and standards:

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn – this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

Great Schools for all:

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

Big on attitude:

We will frequently stand back and reflect on how we can do things differently and better. That doesn't mean latching on to the latest fad: it means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

Strength in sharing:

We believe there is a strength brought about by working together within a multi-academy trust, enabling shared resources, shared knowledge, shared experience and shared success.

What's great about our family of schools is that we can be with a child every step of the way from teaching them to tie their shoe laces right through to congratulating them on their GCSE results and their future plans. That puts us in a unique position; it's also a tremendous responsibility.



ESSA FOUNDATION ACADEMIES TRUST

The Essa campus is very well placed for both motorway access and public transport. M61 J4 is very close by giving access to the Greater Manchester, Lancashire and Cheshire motorway networks and is close to Bolton railway and bus station.

For more information on our family of schools please visit our website www.efatrust.org

Essa Primary School

We are proud of our pupils, and their achievements. Our key objective is to provide our children with the best opportunity to achieve their potential during their time with us as we help them to develop into independent learners who are able to actively engage and contribute to the ever changing society and wider world.



Essa Academy

At Essa Academy we have a universal belief in our mission 'All Will Succeed', with access to outstanding resources and a strong sense of belonging, ownership and community underpinning our work. Our students and staff are amazing and reflect the ethos of the academy.



EFAT Support Services

We provide administrative and business support such as HR and Finance Support throughout the trust.

Essa Education Ltd

Essa Sports Centre is a modern, state of the art sports facility and community asset, used for a variety of academic and sporting needs, as well as events, meetings, conferences birthday parties and more. Our facilities include a full-sized 3G pitch, multi-use sports hall, dance studio and MUGA (Multi-Use Games Area). Other facilities available for hire include theatre with stage, classrooms & communal dining area.



Essa Education Ltd is a wholly owned subsidiary of **Essa Foundation Academies Trust**.

THE POST

Essa Primary is seeking to recruit a dynamic, talented individual to become our new Deputy Principal and to play a pivotal role in crafting the future success of our school. This is an exciting career opportunity for the successful candidate as we transition to the next stage of our aspirational journey. Our purpose at Essa is 'all will succeed' and our core values of effort, standards, spirit and achievement permeate through all that we do. This post is required for after the Easter holidays; however, we are willing to wait until after SATs for a current Year 6 teacher or offer a September start to attract the right candidate.

Essa Primary is a large primary school, close to Bolton Town Centre and within 5 minutes of the M61 motorway, with good access links to Manchester, Salford, Chorley and Preston. As part of the EFA Trust, our shared campus with Essa Academy offers fantastic facilities.

The successful candidate will play a key role in the development of Essa Primary by leading either our 'Inclusion, Pastoral and Safeguarding Team' or our 'Curriculum, Teaching, Learning and Assessment Team'. It is vital that candidates share their strengths and experience as part of their application.

The successful candidate will:

- Be an outstanding practitioner with experience in KS1 and KS2.
- Be a passionate and driven professional, wanting to increase standards for children.
- Put our children first, ensuring relationships, curriculum and quality first teaching supports all children to achieve
- Demonstrate strong leadership and people management skills, with the ability to further develop the leadership team.
- Be a positive role model with the ability to motivate our children and staff alike, inspiring all to reach their full potential.

In return, we can offer:

- Amazing children who are enthusiastic about their learning and want to be taught.
- A supportive Principal, CEO and wider leadership team who are determined and committed to the development of the school.
- A friendly, supportive and hard working staff team.
- A welcoming and warm community who embrace our vision and values.
- Commitment to professional development.
- Amazing facilities as part of the Essa campus.

Applicants are warmly invited to visit the school. Tours of the school will be conducted by our Principal, Peter Stewart on the following dates:

- Tuesday 2nd May at 10am
- Friday 5th May at 2pm
- Thursday 11th May at 2pm
- Thursday 11th May at 3:30pm (After School)

Please contact Allison O'Connell, School Administrator by emailing office@efatrust.org or by phoning 01204 201310 to book on one of the above tours.

Closing date: Friday 12th May 12pm

Interviews: Monday 15th May and Tuesday 16th May 2023

Start date: 1st September 2023

JOB DESCRIPTION

Post:	Deputy Principal
Responsible to:	Principal
Terms:	Teacher Terms
Hours:	1.0 FTE

Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

The role:

The Deputy Head Principal will:

- Be a member of the senior management team;
- Assist the Principal in managing the school;
- Support and represent the Principal at meetings as and when required;
- Undertake such duties as are delegated by the Principal;
- Play a major role, under the overall direction of the Principal in formulating and reviewing the SEF, Development Plan, overall aims and objectives of the school by helping establish the policies through which they shall be achieved, managing staff and resources to that end and monitoring progress towards their achievement;
- Undertake the normal responsibilities of the class teacher if and when required.
- If the Principal is absent from the school, the deputy Principal must undertake such duties of the Principal as the Principal or the Trust Board shall require.

Key Responsibilities:

The specific nature and balance of these responsibilities may vary from time to time

1. The internal organisation, management and control of the school

1.1 To have specific responsibilities to be agreed upon appointment.

1.2 To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- A development plan which will translate school aims and policies into actions
- Monitoring and evaluating the performance of the school and its achievements
- Implementing the Trust Board's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- The efficient organisation, management and supervision of school routines

2. Curriculum Development

2.1 To contribute to:

- The development, organisation and implementation of the school's curriculum
- School policies on curriculum, teaching and learning, assessment, recording and reporting
- Ensuring that the learning and teaching provided by different Key Stages, including the Early Years form a co-ordinated, coherent curriculum entitlement for individuals, including these with special educational needs

- Providing high quality personal, social, health education and citizenship
- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.
- The promotion of extra-curricular activities in accordance with the Essa aims

3. Pupil care

3.1 To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
- The development among pupils of self-discipline
- The development, organisation and implementation of effective provision for disadvantaged pupils including those in receipt of Pupil Premium funding.

3.2 Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.

3.3 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

4. The management of staff

4.1 To participate in the selection and deployment of teaching and non-teaching staff of the school

4.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures

4.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school

4.4 To implement and develop staff development policies in relation to:

- The induction of new and newly qualified teachers and other staff
- The provision of professional advice and support and the identification of training needs
- Students under training/work experience

4.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or Boards.

4.6 To maintain good relationships with individuals, groups and staff unions and associations.

5. Class teacher responsibilities

5.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

5.2 If required, to carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

5.3 If required, to be responsible for a specific class or age group of children.

6. The management of resources

- 6.1 To contribute to the formulation of the school's policies and procedure concerning resource management in accordance with the school's Mission Statement.
- 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Principal.
- 6.3 To promote an attractive environment which stimulates learning, enhances the appearance of the school.
- 6.4 To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

7. Relationships

- 7.1 To advise and assist the Trust Board as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist liaison and co-operation with Authority officers and support services.
- 7.3 To help in maintaining and developing effective communications and with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist liaison with other educational establishments, in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To assist liaison with other professional bodies, agencies and services.
- 7.6 To develop and maintain positive links and relationships with local organisations and employers:
 - To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.
- 7.7 Create an outward -facing school which work with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

Customer Care

- To continually review, develop and improve systems, processes and services in support of the Trust's pursuit of excellence in service delivery. To recognise the value of it's people as a resource.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back to the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Generic Requirements

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of all duties.
- All employees of the Trust are required to uphold the Equality and Diversity Policy and the Trust’s Code of Conduct.
- All staff will ensure that they are aware of and work within the requirements of all Keeping Children Safe in Education policies, seeking clarity from a member of Senior Leadership if necessary.
- All staff are expected to uphold all EFAT HR related policies.

This job description is subject to change.

Employee Name

Date

Signed.....

PERSON SPECIFICATION

Qualifications	Essential	Desirable
Qualified Teacher Status	X	
Degree or equivalent	X	
Hold or working to a relevant National Professional Qualification (NPQ)		X
Professional Development		
Evidence of on-going leadership and management professional development for the role of Deputy Headteacher.	x	
Up to date safeguarding training and knowledge of legislation for the protection of young people	x	
School leadership and management experience		
Direct involvement in whole school self-evaluativon and school improvement strategies	x	
To have had responsibility for policy development and implementation	x	
Successful track record of leading a whole school development area/initiative which has had a positive impact on pupil outcomes	x	
Experience of leading whole-school curriculum and/or assessment.		x
Experience of leading English		x
Experience of line management of staff	x	
Experience of working effectively within staff teams	x	
To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training)	x	
Proven record of working positively with parents and carers and other stakeholders.	x	
To have had whole-school responsibility for an area of inclusion, pastoral or safeguarding provision (including SEND, Behaviour, Safeguarding, EAL or Attendance.)		x
Experience and knowledge of teaching		
Proven excellence in teaching pupils within the primary phase	X	
Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase	X	
Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement	X	
Ability to promote inclusion and meet the needs of all pupils	X	
A commitment to addressing diversity positively	X	
Professional Attributes		
An ability to communicate effectively, both orally and in writing, with a range of audiences	x	

To be organised and to prioritise effectively to ensure efficiency and productivity remains high.	x	
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	x	
A commitment to professional development for self and others.	x	
Attitudes and Approaches (Essential)		
A reflective practitioner with a desire for continuous improvement		
A thirst for innovation in teaching		
Want to develop own learning and do things differently and better		
Committed to high standards		
A commitment to working within a multi-academy trust to develop a collaborative vision which embraces excellence, high standards and inclusion		
Possess energy and enthusiasm		
Willing to learn from and with others in the development of good practice		
Have a good sense of humour		
Have humility		
Resilience		
Willing to try out new ideas		
Flexible		
Ambitious – can see an opportunity to make an impact and develop own self.		

HOW TO APPLY

Please read the information in this pack. If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to Essa Foundation Academies Trust. The application form can be found on the vacancies pages of our Academy websites:

Essa Academy <https://www.essaacademy.org/vacancies>

Essa Primary <http://www.essaprimarv.org/current-vacancies>

Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it. **Please ensure that you address your application to: Anne Casey, CEO, EFAT, Lever Edge Lane, Bolton, BL3 3HH. Telephone: 01204 333 222 or E-Mail: hr@efatrust.org**