

# BOBBY

## Vice Principal

### Bobby Moore Academy

Leadership Scale (Inner London)

# ACADEMY

**Applicant Information Pack**



# Bobby Moore Academy

Bobby Moore Academy is an all through school, providing a world-class education for the children of east London. A school characterised by ambition and drive it is transformational in its impact on their life chances and we all as a community stand firm in our belief that;

We are the drivers of social mobility.  
We address social injustice head on.  
We are architects of aspiration.  
We are unrelenting in our focus on academic achievement.  
Our expectations are uncompromising.  
We craft good character.  
We are custodians of the 'master key'

We are situated across two iconic sites on the Queen Elizabeth Olympic Park. Taking full advantage of our location, we are building partnerships with the new East Bank development, including the BBC, UCL, V&A East which is bringing incredible opportunities to the young people of East London.

Since the school was founded in 2017, we have set ambitious academic standards backed up by exciting enrichment opportunities, whilst nurturing and caring for the wellbeing of every child. At capacity our two-form entry primary site will accommodate 420 pupils and over our two sites will accommodate over 1500 pupils, including a Sixth Form.

Built on the legacy of the 2012 London Olympic and Paralympic Games we enjoy world beating facilities including a competition standard 400m running track, full size football pitch and field events space, Astro-turf pitch, and state of the art classrooms and school buildings. Taking leadership inspiration from our namesake and the 1966 World Cup winning team we are inspired to generate transformational change for the young people in our care.



## About the David Ross Education Trust

The David Ross Education Trust (DRET), of which the Bobby Moore Academy is part, has a passionate belief that by offering young people an outstanding range of opportunities they will discover what they can excel at and thus transform their life chances.

Such an ethos demands that at Trust and individual school level, we bring together best practice from across the independent and state sectors, to ensure high expectations and outcomes for pupils. In practice, this ethos is driven through four core values, the rules by which our community will thrive:

- Aspiration – Always aiming high
- Ambition – Being the best we can be
- Courage – Nothing holds us back
- Respect – Always leading by example

We are an equal opportunities employer, and as with all roles within Bobby Moore Academy, we welcome and strongly encourage applications from candidates representing ethnically diverse communities.

### **Benefits of working at Bobby Moore Academy**

- World-class facilities
- Comprehensive training, coaching, and mentoring available. We are a school that is passionate about the science of learning and implementing evidence-informed practice
- Supportive working culture
- Competitive salary
- Free staff gym on site
- Interest free loans for season tickets and bicycle purchase
- Access to the London Marathon Community Track
- Local staff discount at the View Tube café
- Opportunities to attend Park events

We believe that we operate the best House System in any state-operated school in the country. Our House system fosters a sense of belonging and unlimited potential. Each House represents a field of study and a character trait. Scholars apply to the House and figurehead that inspires them most, particularly in terms of the field of study they are interested in pursuing for a career. Our figureheads are living people who visit the school, and support the scholars by acting as a symbol of where their ambitions can take them. House activities include competitions, inter-house sport, music and drama, house trips, PSHE lessons and career guidance relevant to their house, and visits from the house figurehead.

### **The Academy Houses are as follows:**

- ★ Ali House: Literature, Law, Politics & Curiosity
- ★ Anionwu House: Science, Medicine & Philanthropy
- ★ Chamberlain House: Mathematics, Enterprise & Enquiry
- ★ Fogle House: Humanities, Languages & Exploration
- ★ Hockney House: Art, Computer Science & Innovation
- ★ Holmes House: Sport, Coaching & Courage

## **Job Purpose**

The Vice Principal is expected to deputise for and support the Principal and other members of the Executive leadership team with regard to internal organisation and management of the academy, taking a leading role in the coordination of the whole academy and upholding through personal example the philosophy on which the academy's life is based and the values which will determine the quality of life for everyone. The Vice Principal will be based in the primary phase but have significant all through responsibilities.

The Vice Principal will provide professional leadership for the academy in areas agreed with the Primary Principal, which secure success and continuous improvement and ensure a high quality education and academy experience for students.

Specific responsibilities of the post will be agreed on appointment reflecting the experience and expertise of the successful candidate and the needs of the academy.

# Main areas of responsibility

Working collaboratively with members of the senior leadership team, middle leaders, teachers and support staff to ensure high quality provision and outcomes for students.

Providing clear strategic direction to the academy and building on our positive trajectory of success and reputation.

Enabling the efficient and effective day to day running of the academy (specific responsibilities will be agreed on appointment).

## **The Vice Principal will support the Primary Principal and Executive Leadership Team:**

- In delivering the academy's vision.
- In promoting the aims of the academy through the implementation of the policies of the Trust and Local Governing Body.
- In developing an environment in which staff and students are able to achieve their full potential.
- In evaluating the academy, developing and monitoring the Academy Improvement Plan and continually monitoring, reviewing and updating the plan and targets.
- In enabling staff to carry out their delegated roles and responsibilities.
- In leading on areas as agreed by the Primary Principal and/or Executive Leadership Team.
- In ensuring that resources are deployed effectively, providing best value for money.

## **Leading and Managing**

### **The Vice Principal will support the Primary Principal / Executive Leadership Team:**

- In taking an active role in the recruitment and selection of teaching and support staff
- In encouraging and motivating all staff to contribute to improvements to the quality of education provided and the standards achieved
- In taking an active role in the deployment, line management and performance management of staff, encouraging initiative and teamwork and ensuring that they receive appropriate professional development
- In creating and maintaining good working relationships with all members of the academy community
- In promoting the Trust's ethos and values through personal example, ensuring the highest standards are expected from all members of the academy community
- In ensuring that professional duties are fulfilled as specified in the School Teachers' pay and Conditions Document and National Teachers' Standards
- In maintaining a duty of care regarding student, staff and visitors' health, safety and welfare
- In keeping abreast of new initiatives

## **Accountability**

### **The Vice Principal will:**

- Work closely with the Executive Leadership Team, Primary Principal, Trust and Local Governing Body as appropriate
- Undertake a teaching commitment, including cover if necessary
- Develop and secure a positive working relationships with all stakeholders
- Take an active role in the development and organisation of the whole academy

- Support continual professional development for all staff
- Be responsible for the areas agreed with the Executive Leadership Team

It is recognised that a long and inclusive list can never sum up the key role of the Vice Principal. The Vice Principal is a senior professional within the academy. His/her work and professionalism should provide leadership to other staff and sound guidance to all students.

### **Teaching and Learning**

- Be a role model for the delivery of high quality teaching and learning
- Ensure the effective delivery of the high standards of teaching and learning
- Encourage the sharing of good practice across the academy
- Monitor, evaluate and improve the quality of teaching and standards of learning
- Lead the structure of coaching throughout the academy

### **Curriculum**

As the leader of the primary curriculum you will:

- Ensure the delivery of high quality planning
- Support primary curriculum leads with their all through responsibilities regarding curriculum development
- Support primary curriculum leads in delivering quality cpd

### **Safeguarding**

All staff have a statutory responsibility for the safeguarding of children and the promotion of their welfare. This means that at all times, staff must consider what is in the best interests of our children and young people.

In order to fulfil this responsibility effectively, all staff are required to:

- Ensure that they are aware of the academy policy and procedures for child protection and safeguarding.
- To become aware, by attendance at relevant training, of the signs and symptoms of abuse.
- To attend annual refresher training as required and to have completed the online Level 3 Safeguarding and Prevent training.
- To report all causes for concern to the Designated Safeguarding Lead, as required, to ensure the safety of all students in the academy learning environment both indoor and outdoor.
- To carry out or contribute to risk assessments as required.

All staff are required to adhere to the spirit and letter of the Trust's policies in respect to all aspects of diversity, to ensure no conscious discrimination and to challenge potential unconscious discrimination on the grounds of any protected characteristics.

All staff are required to undertake any reasonable duties or roles at the request of the Primary Principal and/or Executive Leadership Team.

### **Other Duties**

Be accountable to the Executive Leadership Team for all delegated tasks and play a full part in the life of the academy community, to support the Trusts' distinctive ethos and policies.

All staff are required to maintain an up-to-date knowledge and understanding of all Health and Safety policies and/or legislation relevant to their role, and to notify their line manager in writing if they require additional training or support.

Continue personal professional development as agreed and engage actively in the appraisal process.

Providing a visible presence to staff, students, parents and the local community as required. Ensure full visibility during break, lunchtimes, before and after school

It must be recognised that there will be tasks which the Vice Principal will be expected to undertake as part of the role of the senior leader. These may change in their content and complexity as the academy develops in the future. Responsibilities are likely to change over time and you will be expected to perform duties of a similar nature as the Primary Principal and/or Executive Leadership Team may reasonably require.

Take on senior line management responsibilities for a number of areas, deputising for other members of the senior team as appropriate and required.

- Contribute towards the Academy's Self-Assessment and Improvement Plan.
- Developing close productive and purposeful relationships between the Academy, key stakeholders and the local community.
- To make a significant contribution to a more specific whole Academy responsibility, as determined.
- The role has an expectation of 10 additional days to be worked outside of term time as directed by the Primary Principal and/or Executive Leadership Team.
- The post holder may be required to work outside of normal Academy hours on occasion (e.g. to attend meetings), with due notice; and to take on any additional responsibilities and duties, as required and as directed by the Primary Principal and/or Executive Leadership Team.

Establish clear expectations and constructive working relationships among staff through:

- Teamwork and mutual support.
- Devolving responsibilities and delegating tasks as appropriate.
- Evaluating practice.

Be responsible for the line management of designated Heads of Faculty and/or Heads of Key Stage, ensuring those areas are operating effectively.

Contribute to good management practice by ensuring positive staff participation and effective communication.

Participate in the recruitment and development of all staff, leading the professional development of staff through example and support, ensuring that staff development needs are identified and that appropriate programmes are devised to meet such needs.

Maintain high expectations of all staff and be prepared to challenge under performance.

Participate in 'Learning Walks' throughout the Academy to ensure highest standards are being upheld. Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the Academy in terms of achievement, teaching and learning, behaviour and safety.

Manage budget and resources appropriately.

### **General Duties**

To work with all staff to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the Academy.

To promote teamwork and to motivate staff to ensure effective working relations and to promote outstanding outcomes.

- To act as a positive role model as a leader and teacher.
- To participate in the interview process for teaching posts when required and to ensure effective introduction of new staff, in line with Academy procedures.
- To ensure high quality classroom organisation and teaching practices of all teachers.
- To ensure support is in place for teachers who are experiencing difficulties.
- To monitor and report progress on achievement of targets and take appropriate action to ensure that the targets are met.
- To ensure all staff follow expected standardising and tracking procedures.
- To maintain discipline in accordance with the rules and disciplinary systems of the Academy.
- To devise and maintain arrangements for reporting to parents on the progress of students undertaking studies in accordance with the Academy's overall systems.
- To carry out any other reasonable duties as directed by the Trust, Governors, Executive Leadership Team and Primary Principal.
- Be aware of and comply with policies and procedures relating to child protection and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall ethos, work and aims of the Academy and Trust.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Treat all users of the Academy with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming Academy environment which supports equal opportunities for all.

This is not an exhaustive job description and does not intend to specify the proportion of time spent on any of the duties outlined herein. This job description will be finalised according to the skills and experience of the post holder.

It will then form the basis for the assessment of the performance of the Vice Principal within the context of the Academy Performance Management Policy. The appraisal of the Vice Principal will be carried out annually by the Primary Principal.

The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such it may be subject to amendment after consultation to meet the changing needs of the Academy.

### **Performance Management**

Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your Line Manager.

# Personal Specification

Area of Focus	What do we need? (Essential)	What do we want? (Desireable)	How will we assess?
<b>Qualifications &amp; Experience</b>	<p>Qualified Teacher Status</p> <p>Proven success in a senior leadership role within a primary educational setting</p> <p>Evidenced experience of manipulating and interrogating large and complex data sets</p> <p>Very strong track record of professional development</p> <p>Senior Leadership experience with evidence of successful project / system management</p> <p>Experience of leading and motivating a team to improve standards and outcomes</p> <p>Links with the community and external agencies</p> <p>Successfully implemented and managed a new whole school initiative in the past 2 years</p> <p>Improving teaching and learning</p> <p>Proven track record of securing positive outcomes for students at a whole school level</p> <p>Experience of primary school curriculum planning</p> <p>Experience of developing and implementing highly effective Academy-wide systems for quality assurance</p> <p>Successful experience of leading and delivering CPD, and Appraisal systems</p>	<p>NPQSL/NPQH qualified or willingness to undertake the qualification</p> <p>Higher degree and/or professional qualification</p> <p>Membership of a national professional organisation</p> <p>Experience of working with governors or trustees within a MAT context</p>	<p>Application</p> <p>Interview</p> <p>References</p>
<b>Knowledge &amp; Skills</b>	<p>Exemplary practitioner with a proven track record of securing good outcomes for students</p> <p>Ability to inspire, motivate, support and challenge staff, pupils and other key partners</p> <p>An in depth knowledge of best practice in curriculum, teaching, learning and assessment for learning</p> <p>Up to date knowledge of what research and inspection findings tell us about effective leadership in schools</p> <p>Proven track record of providing effective support to staff so as to ensure quality first teaching, and maintenance of good conduct and relationships</p> <p>Excellent interpersonal and people-management skills</p> <p>Communication (written and verbal) including ability to explain clearly, negotiate, facilitate and resolve challenging issues</p> <p>High levels of commitment, enthusiasm and motivation</p> <p>The ability to plan strategically, to set out clear aims and objectives and to manage transformational change successfully</p> <p>The ability to carry out rigorous self-evaluation and review and to act on the findings in order to bring about improvement</p> <p>The ability to lead and manage individuals and teams of staff so as to bring out the best in them and the best outcomes for students</p> <p>A thorough understanding of how to use performance data to monitor standards of attainment and to plan appropriate interventions</p> <p>Excellent oral and written communication skills and confidence in the use of new technologies</p>	<p>Knowledge of the Bromcom management information system</p> <p>Knowledge of eTimetable</p> <p>Knowledge of the past, present and future government policy on Performance Management, Appraisal and Capability, and how to present Academy data to suit DfE and Trust KPI criteria.</p>	<p>Application</p> <p>Interview</p> <p>References</p>
<b>Character &amp; Ethos</b>	<p>Aligned with BMA's commitment to transformational education</p> <p>Values-driven with a strong moral purpose</p> <p>Motivated, enthusiastic and flexible</p> <p>Willing to give and receive constructive feedback</p> <p>Excellent interpersonal skills</p> <p>Reflective practitioner, with a commitment to self-improvement</p> <p>Ability to work under pressure</p> <p>Commitment to co-curricular education as well as academic programmes</p>		<p>Application</p> <p>Interview</p> <p>References</p>

# How to Apply

For more information, please visit  
[www.bobbymooreacademy.co.uk](http://www.bobbymooreacademy.co.uk)

If you would like to discuss this opportunity further, in confidence, or to arrange a visit please contact the Primary Principal, Bradley David, via [principal@bobbymooreacademy.co.uk](mailto:principal@bobbymooreacademy.co.uk)

To apply please visit [www.dretjobs.co.uk](http://www.dretjobs.co.uk)

Thank you for your interest in our school. We look forward to receiving your application.