



CANDIDATE INFORMATION BROCHURE



New Rickstones
Academy
To make our best better



Academies
Enterprise Trust
To make our best better

To inspire young people to make their best better



October 2017

Dear Candidate

Thank you for taking the time to apply for the Assistant Vice Principal (Teaching and Learning) role at New Rickstones Academy.

New Rickstones Academy opened in September 2008 and is part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

Academies Enterprise Trust firmly believes that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

New Rickstones Academy has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

The Talent Team

New Rickstones Academy

At New Rickstones Academy, we are passionate about learning. A creative and dynamic academy, we deliver a broad, balanced, personalised and rigorous education that prepares students for the challenges and opportunities of living and working in the 21st century.

In February 2012, the academy moved into its state of the art £25 million building, which provides an outstanding environment for teaching and learning.

The academy holds Investors in People accreditation, and was one of the first schools in the country to be awarded the Inclusion Quality Mark (IQM)– a quote from the IQM report stated, “Making Our Best Better” is a motto seen at every AET academy. At New Rickstones Academy, this goes far beyond mere words. The drive really is for every child, whatever their background, ethnicity, gender or learning difficulties, to make the most of their opportunities and abilities in whatever they are engaged.”

The academy also holds the ArtsMark accreditation and is proud of its numerous and eclectic programme of drama, music and dance performances. New Rickstones’ commitment to the Witham Twinning Association is cemented by our music students performing in Germany for the annual Reunification Ceremony.

The academy is located in Witham, a market town in North Essex, equidistant between the county town of Chelmsford and the oldest town in England, Colchester. A main line train service runs to London Liverpool Street (35 minutes) and the coastal areas of Essex are within close proximity.

We are proud of our staff, our students and of their achievements and believe that motivating and supporting our staff is the key that underpins innovative teaching and learning. We offer extensive professional development opportunities, as well as a non-contributory private health scheme to all contracted members of staff.

Ethos & Values

Mission Statement

'To inspire young people to make their best better'

Vision

'To help students achieve world class learning outcomes by developing world class teachers in a world class community'

Our ambition is to ensure that our students have every opportunity to fulfil their potential, broaden their horizons and become active, prosperous and successful citizens in the world around them.

We are committed to doing everything we can to ensure that our students can, in the future, compete on the world stage with the skills, confidence and flair to generate new ideas and new initiatives, and thereby make a full contribution to today and tomorrow's worlds.

We aim to:

1. realise the **potential** of every individual
2. celebrate the **whole child**
3. focus continuously on **learning** and **teaching**
4. maintain a perpetual cycle of **monitoring**, **evaluation** and **review**
5. use **learning technologies** to support, enhance and extend
6. promote **leadership** at all levels
7. provide bespoke **CPD** for the whole school workforce
8. build **partnerships** within and across the school community
9. **share** structures, systems and procedures
10. identify and share **innovation** and **best practice**

JOB DESCRIPTION

Job Title:	Assistant Vice Principal
Department:	Senior Leadership Team
Responsible to:	Head of Academy
Grade:	Leadership Spine L13-17
Location:	Maltings Academy & New Rickstones Academy including Witham Sixth Form Centre

Safeguarding

Our academies are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Job Purpose

- To assist the Head of Academy in leading and managing the school.
- To lead and take responsibility for Teaching & Learning

Duties

The School Teachers' Pay and Conditions Document specifies the general professional duties of all teachers.

Key Responsibilities of the Senior Leadership Team

1. To deputise for the Head of Academy in their absence.
2. To undertake strategic planning which will aid the production of the Academy Improvement Plan
3. To undertake monitoring and evaluation functions in order to
 - highlight teachers' professional strengths;
 - identify success;
 - contribute towards improvements in academy structures, systems and policies;
 - identify areas where further development is needed;
 - enhance the quality of students' learning and welfare
4. To respond to unplanned situations which arise in the daily running of the academy
5. To manage student behaviour and to support staff, especially in dealing with sudden crises and emergencies.
6. To attend meetings of the Senior Leadership Team and other academy management meetings.
7. To foster and support extra-curricular activities in the interest of the academy community e.g. academy productions, concerts, sports activities.

8. To attend meetings of the Management Board when requested as an observer and to give advice as requested.
9. To contribute to academy assemblies.
10. To take an equitable share of before school, after school, break and lunchtime supervision.
11. To line manage designated teaching and support staff
12. To take ownership of designated key OFSTED judgements
13. To provide professional leadership in order to:
 - sustain the school's continuing improvement
 - secure a high quality education for all its students and enables them to achieve their full potential in terms of academic, spiritual, moral, social, emotional and cultural development
 - forge further collaboration and partnership across local networks
14. To lead on individual staffing cases including Absence Management; Capability, Disciplinary Investigations; Grievance Investigations

Key Responsibilities to lead Teaching and Learning

1. To monitor and evaluate the quality of teaching and learning across the academy
2. To monitor the impact of teaching on students learning
3. To ensure that new teachers and trainee teachers are supported and undertake an effective induction and training process
4. To ensure that support is provided for individual teachers, where this is needed, to ensure their lessons consistently meet teacher standards
5. To demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement
6. To organise and lead the whole school calendar of quality assurance activities
7. To lead the CPD whole school programme
8. To deliver whole school training and lead whole school teaching and learning initiatives
9. To ensure the robust and efficient use of data to secure improvement in student outcomes for all
10. To support the Head of Academy in whole school appraisal including process, training and administration.
11. To monitor the work of the Teaching and Learning team and lead them accordingly

Role of the Senior Leadership Team

(Based on National Standards of Excellence for Headteachers - DfE advice for headteachers, governing boards and Aspiring Headteachers)

Qualities & Knowledge

1. To hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. To demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. To lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

4. To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. To work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. To communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students & Staff

7. To demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
8. To secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
9. To establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
10. To create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
11. To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
12. To hold all staff to account for their professional conduct and practice.

Systems & Process

13. To ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
14. To provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
15. To establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
16. To welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
17. To distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Self-improving School System

18. To create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.

19. To develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

20. To challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

21. To shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

22. To model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

23. To inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

General Duties for all staff

1. To attend required meetings and training sessions
2. To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
3. To comply with individual responsibilities for health & safety in the workplace in accordance with the academies' Health & Safety Policies and Procedures. This includes completion of online health and safety training
4. To ensure that all duties and services provided are in accordance with the academies' Equal Opportunities Policy
5. To maintain confidentiality in all academy related matters
6. To undertake any other duties commensurate with the post, as directed by Line Manager

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

PERSON SPECIFICATION: Assistat Vice Principal

Criteria	Criteria	Essential /Desirable
1a. Qualifications & Professional Development	<ul style="list-style-type: none"> • Hold a relevant degree and Qualified Teacher Status (or equivalent) • Middle Leader qualification • CPD relevant to the role 	E
	<ul style="list-style-type: none"> • Senior Leader qualification 	D
1b. Specialist Knowledge & Experience	<ul style="list-style-type: none"> • Sustained experience of outstanding teaching at Key Stage 3, 4 and 5 • Significant experience as a Middle/Senior Leader including: <ul style="list-style-type: none"> • Experience of holding individuals and teams to account for student learning outcomes. • Experience of effective delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. • Personal and professional integrity, including modelling values and vision • Experience of managing health and safety including risk assessments • Leadership knowledge <ul style="list-style-type: none"> • Understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance • Understanding how to establish and sustain effective organisational structures, systems, policy and practice • Understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management • Significant Teaching & Learning knowledge and experience including: <ul style="list-style-type: none"> • implementing effective strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance • successfully monitoring and evaluating the effectiveness of teaching and learning • running a whole school CPD programme 	E
	<ul style="list-style-type: none"> • Experience of working as an Assistant Vice Principal or equivalent 	D
2. Planning	<ul style="list-style-type: none"> • Experience of strategic planning at whole school level 	E

3. Problem Solving	<ul style="list-style-type: none"> • Experience of using analytical and creative skills to resolve complex problems at whole school level • Experience of leading, planning, managing and evaluating change which has had a significant impact at whole school level 	E
4. Communication	<ul style="list-style-type: none"> • Experience of communicating effectively to a variety of audiences, both orally and in writing, with the ability to communicate logically, concisely and persuasively • Experience of delivering presentations and training sessions at whole school level • Experience of writing complex reports 	E
5. People Skills	<ul style="list-style-type: none"> • Significant experience of successfully motivating and inspiring students • Strong line management and staff leadership skills <ul style="list-style-type: none"> • Experience of managing: recruitment; induction; staff development; wellbeing; performance; appraisals; absence management; conduct • Experience of inspiring, challenging, motivating and empowering teams and individuals to achieve high goals • Understanding of the impact of change and different leadership styles on individuals and organisations • Understanding of how to promote an open, fair and equitable culture • Understanding of the significance of interpersonal relationships and strategies for promoting individual and team development. • Experience of building and sustaining effective relationships with parents, carers, other schools, education partners and the local community in order to enhance the education of students. 	E
6. Flexibility & Adaptability	<ul style="list-style-type: none"> • Ability to work across both academy sites and willing to work flexibility to meet academy needs 	E
7. Safeguarding	<ul style="list-style-type: none"> • Advanced understanding of safeguarding and child protection policies and procedures 	
8. Other	<ul style="list-style-type: none"> • Enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Resilience and optimism • Commitment to the Academy's aims, ethos and vision 	E

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.