



Vice Principal

Including a 2 day teaching commitment

We are looking for an inspiring, driven and high performing practitioner who will support with leading the next stage of our growth. The new Vice Principal role will lead on the development of curriculum, teaching and learning

Required September 2020
Grade L10 – L14

Closing date:	Friday 17 th April at 9am
Interview date:	To be confirmed – please see page 7

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Important Safeguarding notice

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.



Beaumont Primary Academy – Background and Vision

“Adventures in Learning”

Beaumont Primary Academy opened in September 2016 and will be up to Year 4 in September 2020. When it reaches capacity, it will be a 650 place 2-11 academy and is situated in the grounds of Moor End Academy in Crosland Moor and near to Beaumont Park. In September, numbers are expected to be approximately 360. As part of South Pennine Academies, Beaumont Primary Academy is well supported by a successful Trust team led by the CEO, Jane Acklam OBE.

At Beaumont a highly skilled and experienced team of staff are all committed to providing a safe environment and a high quality education for our students. Our expectations are high and we work relentlessly to realise them. Our belief is that all children whatever their background and starting points, can achieve highly. We know that children only get one chance at their education and we have a duty to ensure that at the end of each stage of their education, children are ready and prepared for moving on to the next stage. Alongside the strong focus on progress and attainment, a planned programme of opportunities is in place which enriches experiences, allowing students to develop their interests, social skills and embrace the community around them, in many areas of learning. Pupil voice is central to our work and we have a Silver Rights Respecting award in recognition of the work we do in respecting the rights of the child.

We want our children to be truly involved and excited by their education and as such we provide active, engaging and interactive learning experiences, both onsite and beyond as a classroom and this is an essential part of the role. The classroom environment is a fundamental part of the learning experience where children have a sense of ownership and are able to develop as purposeful, focussed and independent learners.

We have well established relationships with our families and the local community. We hold regular family learning afternoons and morning reading sessions, where parents are involved in their child's learning journey. Beaumont is a very happy, calm, purposeful learning environment where children and adults thrive.

Beaumont Primary Academy serves a fabulous vibrant academy community from a diverse cultural and religious background. We want all of our students and families to be proud of themselves and who they are, whilst having the highest standards of respect and understanding for each other.

Beaumont Primary Academy has the advantage of sharing a site with Moor End Academy, Woodside Pre-School and Huddersfield Horizon SCITT, allowing for close partnerships across the campus.

Find out more on our website www.beaumontprimary.org.uk or on our Twitter account @BeaumontPAC

Visits to the academy are welcomed and strongly encouraged.



**Debbie Kelly,
Principal**





South Pennine Academies

Sponsorship

South Pennine Academies is the sponsor and works in partnership to raise levels of attainment and aspirations of all students. As sponsor, South Pennine Academies is very well placed to create a unique institution characterised by high achievement and success. The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local academies.

The benefits that South Pennine Academies brings are immense, adding their expertise and ideas as well as opening up life-enhancing opportunities to all academies in the Trust including Beaumont Primary Academy

The key to the Academies success will be the development of a shared vision, effective and transformational leadership and management, robust partnership arrangements, high quality and focused teaching which guarantees students learning and success. This all needs to be achieved amongst a strong and cohesive staff body.

Students will show good manners, work hard and be honest at all times. They will learn, share and succeed, together.

The Vision:

- To develop a group of closely partnered academies.
- To ensure all academies are world class centres of excellence for teaching, learning and progress.
- To ensure the trust plays a pivotal role in improving the life chances of students.
- To ensure that local solutions and partnerships meet local needs.
- To focus on academy improvement with inclusion and diversity at the core.



THE SELECTION PROCESS

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Vice Principal at Beaumont Primary Academy**, then you should:

- Follow the link to complete the electronic South Pennine Academies application form from the academy website at www.beaumontprimary.org.uk. Please do not complete a Kirklees Application form as they cannot be accepted. If you require a handwritten form to complete, please contact the academy office on 01484 503111. If you are applying via a third party website such as Kirklees or TES, then our application form should be available via a link.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person / employee specification and the unique contribution that you could make to the future success of the Academy.
- Submit your application as soon as possible via email to office@beaumontprimary.org.uk, hand deliver to the academy office or post back to:

**Beaumont Primary Academy, Moor End Academy Campus,
Dryclough Road, Crosland Moor, Huddersfield, HD4 5JA.**

Time table for the selection process

- Closing date for applications: **Friday 17th April at 9am**
- Interviews will be held: **To be confirmed – due to the ongoing uncertainty of Covid-19, interviews may be done remotely and the date is yet to be decided.**

Visiting Beaumont Primary Academy

Visits are usually welcomed and if you would like to visit to help with your application, however in the current situation, please email the above office email address with your name, contact number and availability and the Principal, Miss Kelly will be pleased to chat to you about the post in more detail. Thank you.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. Beaumont Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Description

Job Title	Vice Principal
Salary Scale	L10 – L14
Responsible to	Principal
Required for	September 2020
Academies:	Beaumont Primary Academy

Core Purpose:

- To provide professional leadership and be responsible for the day-to-day efficient management of the Academy, thus ensuring a high quality education for all the students on roll.
- To be responsible for ensuring that the academy and campus partners work collaboratively and in partnership, to improve outcomes for all children.
- To provide professional leadership and management of the Academy that will promote a secure foundation from which to achieve the highest standards in all areas of the academies' work.
- To deliver high quality teaching and learning as required.

To achieve success, the Vice Principal will:

1. Demonstrate exemplary leadership
2. Model a relentless drive for a safeguarding culture where everyone feels safe and cared for
3. Support the Principal and Academy Board to set and review the Academies' priorities and objectives, leading activities to ensure that these are delivered
4. Effectively manage and improve learning and teaching
5. Promote excellence, equality and high expectations of all students
6. Deploy resources to achieve Academy aims and meet the KPIs outlined in the Strategic Academy Development Plan
7. Carry out day-to-day management, organisation and administration.
8. Secure the commitment of the wider community
9. Create a safe and productive learning environment that is engaging and fulfilling for all students, ensuring diversity and co-operation are promoted and celebrated

Statutory Requirements

The Vice Principal shall carry out his/her professional duties in accordance with and subject to the 'Conditions of Appointment of Head Teachers' set out in the School Teachers Pay and Conditions Document (published annually). These are over-riding requirements which cannot be amended.

Key responsibility areas:

Strategy and Direction and shaping the future

- Work with the Principal, Academy Board and other key stakeholders to ensure the Academy vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the Academy community and Partnership to translate the Academies' vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the Academies' values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure that strategic planning takes account of the diversity, values and experience of the Academy and the community.

Leading Learning and Teaching

- Ensure there is a continuous focus in the Academy and Partnerships on children's achievement, effectively using data and benchmarks to monitor the progress in every child's learning and raise standards.
- Lead, develop, organise and implement a diverse, appropriate and inclusive curriculum which while following statutory guidance is responsive to the needs, experience and next stage of development of students.
- Monitor and implement policies which impact on outstanding practice and are understood and implemented by all stakeholders.
- Assess, monitor and evaluate the quality of planning, teaching and learning outcomes, promoting improvement strategies as necessary.
- Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and enable our children and community to succeed

Staff Management and Development

- Work with the Principal and Leadership team to recruit and retain high quality staff.
- Ensure that cover is provided for absent staff, taking account of conditions of service and the availability of supply staff.
- Ensure that staff receive the information they need to carry out their professional duties effectively.
- Supervise and participate in arrangements for the appraisal of the performance of teachers and support staff.
- Ensure that newly qualified teachers and those returning to work after a break in service have access to adequate support and training in their first year of service or resumed service.
- Exercise responsibility for the supervision and training of teachers during their induction periods.
- Work to identify opportunities for continuing professional development including in house courses, external courses and job related training.

- Ensure that all staff in the Academy have access to advice and development opportunities appropriate to their needs and report to the governing body on the professional development of all staff.
- Provide information about the work and performance of the staff employed at the school where this is relevant to their prospective employers.
- Maintain a professional working relationship with organisations representing the teachers and other persons on the staff of the Academy.

Managing the Organisation

- Establish and supports appropriate structures and systems.
- Manage the Academy efficiently and effectively on a day-to-day basis.
- Delegate management tasks and monitors their implementation.
- Plan appropriately and organises themselves and others.
- Make informed professional, management and organisational decisions.
- Think creatively to anticipate and solve problems.
- Work with the Principal to allocate, control and account for the financial and material resources of the school, which are under the control of the head of school and be accountable to the governing body for their proper use.
- Manage the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

Securing Accountability

- Demonstrate political insight and anticipate trends.
- Engage the Academy community in systematic and rigorous self-evaluation, and combine the outcomes of this with external evaluations to develop the Academy.
- Collect a rich set of data to understand the Academies' strengths and weaknesses.

Strengthening community

- Recognise and takes account of the diversity of the school community.
- Build partnerships and community consensus on values, beliefs and shared responsibilities.
- Listen to, reflect and act on community feedback.
- Build and maintains effective relationships with parents, carers, the Partnership and the community that enhance student education.

Personal Attributes

- Is committed to:
 - Effective teamwork within the Academy, Partnership and with external partners.
 - Working with other agencies for the well-being of all students and their families.
 - Involving parents/carers and the community in supporting student learning and in defining and realising the Academy vision.
 - Collaborating and networking with other schools to improve outcomes.

Accountability

- Be accountable to the Principal for the clearly defined and agreed responsibilities/accountabilities relating to the day-to-day leadership and management of the Academy as delegated by the Principal.
- Play a key role in designing and maintaining a self-evaluation framework that clearly identifies strengths and areas for development, in order to inform the Academy improvement agenda and maintain high standards.
- Ensure that individual staff's accountabilities are clearly defined, understood, agreed and are subject to rigorous review and evaluation.
- Ensure that the Academy presents a coherent and accurate account of its performance to a range of audiences.
- Be jointly responsible for all aspects of self-evaluation within the Academy and Partnership.

Please note, this job description should be read alongside the 'National Standards of Excellence for Head teachers' January 2015, which the Trust has adopted.

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>.

This job description is not an exhaustive document. It is a reflection of the duties and responsibilities applicable at the time of issue. Details and emphasis are subject to amendment and revision in the light of the changing needs of South Pennine Academies Trust.

Person Specification	Essential /Desirable
Experience and Knowledge	
Qualified teacher status (as recognised by the Department for Education)	E
Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school.	D
Participation in recent, relevant in-service training.	E
Substantial and high quality experience of teaching within the early year's foundation stage, key stage 1 or key stage 2 of the national curriculum.	E
Experience of previous or current responsibilities within a successful senior management team. Experience as a Key stage leader / head of school, deputy or assistant head role is desirable.	E
Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools.	E
Strategic Direction and Shaping the Future	
Able to inspire, challenge, motivate, and empower others to carry the vision forward.	E
Is committed to: <ul style="list-style-type: none"> – Establishing a collaborative vision of excellence and equality that sets high standards for every student. – Setting and achieving ambitions, challenging goals and targets. – Inclusion and ensuring everyone can achieve their full potential. 	E
Leading Teaching and Learning	
Experience of successfully leading teams to deliver improvements and initiatives.	E
The ability to: <ul style="list-style-type: none"> – Think strategically and to plan effectively in both the short and long term; – Embrace, lead and manage change effectively within an organisation; – Inspire, motivate and support pupils, staff, parents (and carers), governors and the wider community about the work of a school; – Consult, seek advice and be pragmatic when making decisions; – Motivate a body of staff and maintain their resilience in the face of adversity; – Lead a core subject area/foundation subject areas if required – Communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community; – Promote the professional development of all staff. 	E
Commitment to raising the academic and personal achievement of pupils significantly and to holding high expectations of all children.	E
A proven ability to deliver a differentiated curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
Understanding of effective assessment in education and its use to promote the academic progression for pupils.	E

The ability to: <ul style="list-style-type: none"> – Demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extra-curricular activities; – Promote a positive ethos and pride in a school and its physical environment together; – Develop and maintain high standards of behaviour among pupils; – Raise standards and significantly improve achievement; – Innovate to make learning inspiring and engaging for pupils. 	E
Management	
Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school.	E
Understanding of school finance and budgets.	D
Experience of effective performance management processes for staff.	E
Secure effective pastoral care, student welfare and significantly reduce instances of unacceptable behaviour	E
The ability to: <ul style="list-style-type: none"> – Work co-operatively with a range of external agencies within a local area and beyond; – Delegate and manage staff workload effectively; – Use management information systems, in particular, IT systems to drive school improvement. knowledge of an IT system for school administration; – Manage finance and resources efficiently in accordance with the agreed priorities 	E
Personal Attributes and Qualities	
A strong commitment to safeguarding and promoting the physical and emotional health and well-being of students	E
Excellent written and verbal communication skills.	E
Approachable, reliable, energetic has presence and enjoys being highly visible to children, parents/carers and staff.	E
Values diversity and the unique contribution that every individual makes to the learning community.	E
Demonstrates professionalism, loyalty and integrity	E
Listen, reflect and communicate effectively	E
Tenacity, resilience and drive	E
A sense of humour	E

Special requirements	Essential /Desirable
Supportive of the principles of the academies programme	E
Full driving licence and use of car	E
Travel between the Trust Academies; within Kirklees, Calderdale and the Oldham Cluster and attend Trust events.	E

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.