



Candidate Information Pack Appointment of Assistant Principal - North Durham Academy



Inclusion

Progression

Excellence



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Introductory Letter from the Principal designate

Dear Applicant,

Thank you for expressing an interest in the post of Assistant Principal at North Durham Academy.

First and foremost, this is a rare opportunity to make a tangible impact on the future life chances of our students, irrespective of background or starting point.

It is an exciting time to join us as we embark on a period of transformational change. As the newly appointed Principal working alongside an enthusiastic, skilled and committed Trust Board, I will give my full support to the successful candidate.

The Trust are keen to expand the number of schools within the MAT as soon as possible. Consequently, because of the immediate positive impact you make as Assistant Principal at North Durham Academy, you will be instrumental in allowing this to happen.

You will also be expected to promote opportunities for schools in the MAT to work closely together. For staff, this could be joint CPD, new initiatives and peer reviews for students, joint ventures in enrichment opportunities.

Additionally, you will identify and build sustainable links ensuring that the school is well represented and the heart of the local community.

We are all working towards one vision, which is ***to establish a high performing family of schools, founded on inclusive principles and high expectations***. We place an unrelenting focus on school improvement where teaching and learning always comes first and students are at the forefront of any decision-making.

North Durham Academy is a rapidly improving school and the importance of this role continuing that journey cannot be underestimated. You could be integral to making this happen!

If you believe you have what it takes to help take North Durham Academy to be a Good school it truly can be, we would love to hear from you.

For interested candidates, I would encourage you to visit our fantastic campus to see for yourself the superb learning and working environment that we have. If you would like to arrange a visit, please email our HR Team at hr@ncdat.org.uk whereupon a mutually convenient date and time will be arranged.

Yours faithfully



Mark Gray
Principal Designate

Vision and Ethos

Our Academies are at the heart of their local communities and strive to deliver on our founding principles of *Inclusion, Progression* and *Excellence* which supports a central vision of *'Students First'*.



The principle of *Inclusion* provides opportunities for students of all abilities, aspirations and backgrounds and involving staff, governors, students and the wider community in determining the direction of our Trust. Our curriculums are broad and challenging, with the academic success of students at the heart of what we do.

To encourage *Progression*, the Academy provides effective advice and guidance. This enables learners to make informed and appropriate decisions for future study and employment, encouraging them to take on new challenges and reach higher levels of achievement.

The focus on *Excellence* underpins all we do whether in learning areas, working in the community or governing and leading the Academy.

Safeguarding:

The Trust recognises that **safeguarding** our children and young people is core to all our activities, and we expect all staff, volunteers and wider stakeholders to share this commitment.

Our Aims are:

- To ensure our Academies are centres of excellence with a focus on the nurture and achievement of all their members;
- To promote mutual support, encouragement and benefit between our academies;
- To develop, as the core foundation of academic achievement, a strong culture of professional development amongst our staff;
- To celebrate and maintain the unique identity of communities we serve with each Academy/School at the heart of its community;
- To recognise and enable all those who often remain invisible, through ethnic or cultural disadvantage, or through disability or poverty to achieve their full potential.



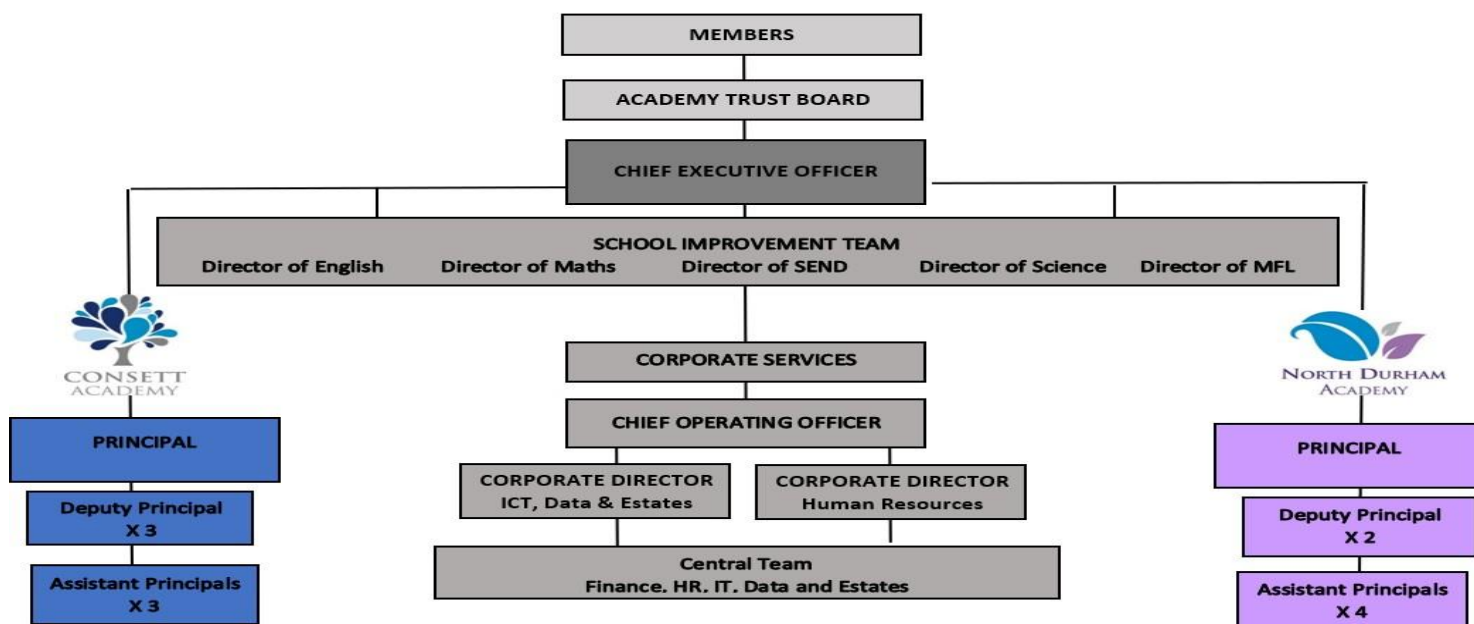
Contextual information and background

New College Durham Academies Trust was established in 2011 as a multi-academy trust with New College Durham as the lead sponsor and co-sponsor Durham County Council. The Trust currently operates two academies in North West Durham:

- North Durham Academy in Stanley opened in September 2011 and two years later moved into a new, purpose built £30 million campus.
- Consett Academy opened in January 2012 and in September 2015 moved into a new £45 million shared use campus with Consett Leisure Centre.

The facilities at both academies are state of the art and provide the very best environment for learning and working. Facilities are open to the community during out of school hours, hiring out all our sports areas and fully equipped theatres. The Trust pursues all opportunities for income generation.

The Trust is in a strong financial position and benefits significantly from the support of a central Corporate Services Team of highly qualified staff established by the Trust to support the two academies. The central teams work closely with external partners and advisers to provide services and to improve support to our Academies. Finance, HR, IT, Estates and Data processes and procedures are embedded and policies set out clear direction. Our finance procedures and practices have been recognised by the DfE as examples of good practice.



The Academies Trust Board acknowledges that, based on Ofsted judgements and historical results, there is a clear need for improvement in the existing academies academic performance. We recognised that, if the Trust is to have credibility and grow as an educational influencer, it needed to change and required clear lines of leadership and a strategic school improvement model with a coherent and consistent vision.

Following a review of the leadership structure and school improvement arrangements, the Trust revised the MAT structure (see above) and appointed a Chief Executive Officer (CEO) with strategic leadership responsibilities across the Trust and a remit to build on the achievements and improvements already made.

Additionally, the Trust has also identified a school improvement budget under the direct management of the CEO and by Easter 2022 we will have in post an additional four subject specialist Directors alongside a Director of SEND. This team of highly dedicated experts in their respective fields will drive and support rapid school improvement.

North Durham Academy

North Durham Academy is a broadly average-sized 11-16 Academy with approximately 1000 students on roll but with the capacity to grow to 1500. The Academy is served by a range of both high performing and improving primary schools and student admissions are healthy, increasing year on year.

The Academy is situated on the main High Street in Stanley, a former mining town which is continuously developing.

The catchment area encompasses students from a wide range of backgrounds, some of which present a number of social challenges.

The proportion of disadvantaged students who attend North Durham Academy and are supported by the pupil premium funding is well above the national average (58%).

The proportion of students who have an EHCP is also above average. Levels on entry range from the most able students to those where everyday school life presents regular challenges.

"I have worked at the academy for 7 years now in various roles, starting as an Associate Teacher of Music, then trainee teacher, NQT and working my way up to head of department. NDA has given me plenty of opportunities to develop my teaching practice, from personalised CPD sessions to an 'aspiring leader' where I have been encouraged to gain leadership and management experience by creating and leading on my own whole school project. The staff at NDA are incredibly supportive and there's a real sense of 'teamwork' across the directorates. Working at NDA is a challenging but rewarding experience where you can certainly make a difference to the lives of the young people in our care".

Bethany Robson – Music and Performing Arts



Advertisement and How to Apply

Assistant Principal £56,012 - £61,826 pa to commence from September 2022
(starting salary negotiable + possibility of relocation expenses up to £8k for the right candidate)

New College Durham Academies Trust, (NCDAT) is seeking to appoint an exceptional, highly aspirational, dynamic leader with a strong, proven track record of sustained school improvement to join us as an Assistant Principal at North Durham Academy.

NCDAT is currently experiencing a period of transformational change. This is a newly established role and the successful applicant will have the support of a recently appointed Principal, along with a committed Chief Executive Officer and Academy Trust Board to develop, deliver and help drive NCDAT's vision and strategy – forging productive partnerships which support the long-term future of our highly ambitious MAT.

Ideally, you will be a current Assistant Headteacher who wants to make a bigger difference or an experienced Senior Leader able to demonstrate significant and successful school improvement. You should place *Students First* in every decision you make, with the sole intention of improving their future life chances, irrespective of background or starting point.

Our Trust is defined by our core values of **Inclusion, Progression** and **Excellence** in all that we do. This is a rare leadership opportunity for an individual to make their mark and contribute to securing NCDAT as an educational influencer both regionally and nationally.

As an experienced professional, you will be able to demonstrate strategic leadership, coupled with excellent people management skills. Your track record and engaging personality will be such that it gains the immediate respect of staff, students and parents/carers alike. You will be able to demonstrate extensive staff development experience and expertise. Most importantly, you will have a passion for education and students' learning, with the determination to make a positive difference and commitment to continuous improvement across the Trust.

You should be able to demonstrate a proven track record in **one or more** of the following, with evidence of positive impact on whole school performance: - Progress and Achievement; Curriculum Planning; Inclusion and SEND; or Teaching (Pedagogy) and Learning.

North Durham Academy (NDA) is in the heart of the community it serves. Currently, we have approximately 1000 students on roll with a growing school roll and 1500 (PAN). Through placing *Students First*, we aim to deliver the very best educational experience to our students from before joining us in Year 7, right through to leaving us in Year 11.

NDA received its last Ofsted Inspection in October 2018, where we were judged as Requiring Improvement. Since then we have taken decisive action and made significant investment to improve in all areas. Our purpose is clear; we are looking for an outstanding, motivated and inspirational leader to join our already strong Senior Leadership Team.

The successful candidate will be financially astute and possess the skills to interpret and use data to drive performance with rigorous quality assurance. As a champion for the welfare and behaviour of students, you will ensure our caring culture is maintained. You should also be a positive communicator who is able to engage parents/carers whilst motivating staff and students.

Interested candidates who would like to arrange a visit or have a preliminary discussion with Mr Mark Gray (Principal Designate) or Mrs Linda Rodham (CEO) can email our HR Team at hr@ncdat.org.uk to arrange a mutually convenient time.

To download an application pack, including job description, person specification and application form, please visit <https://www.ncdat.org.uk> or [Vacancies | North Durham Academy](#). Completed applications should be submitted to Human Resources via email to hr@ncdat.org.uk. CVs will not be accepted.



Closing date for applications is: **Midday, Thursday 12th May, 2022**
Interviews will take place: **Friday 20th May, 2022**



New College Durham Academies Trust is committed to safeguarding and promoting the welfare of our students and young people. We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment with the Trust. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

Job Description

POST:	Assistant Principal
RESPONSIBLE TO:	Deputy Principal, Principal
GRADE:	ACH002 to ACH006
CORE PURPOSE:	<p>The Assistant Principal will work with the Principal and within the Senior Leadership Team to ensure all students maximise their potential through attainment of the required levels of academic progress and outcomes.</p> <p>The Assistant Principal will lead on and be accountable for a specific area of whole school strategy.</p>

As part of the Senior Leadership Team, the post holder will assist the Deputy Principal and Principal to:

- provide leadership and direction to students, staff; parents, governors and the wider community;
- promote excellence, equality, high expectations and aspirations amongst all members of the academy community;
- make learning exciting and enjoyable for all students by continuously developing the quality of teaching and learning and providing personalised learning opportunities across the curriculum to ensure the highest outcomes can be achieved;
- develop a culture of innovation and creativity in an enterprising environment in which all students, their families and the local community find learning challenging, engaging and motivating leading to high expectations, excellence and outstanding academic/vocational achievements;
- work collaboratively with the Principal, Governing Body and senior leaders to develop excellent provision for students and development for staff;
- deploy all resources effectively to achieve the academy's aims;
- continually evaluate and monitor academy performance, identifying priorities for continuous improvement;
- carry out day to day management, organisation and administration;
- develop a culture where students actively participate within the academy and wider community;
- create a safe learning environment, which is engaging and fulfilling for all students.

SPECIFIC RESPONSIBILITIES

Strategic direction and shaping the future

1. Work with the academy senior leaders and the Trust to implement the academy's vision and values, ensuring that all aspects of the academy contribute to realising its vision.
2. Work within the academy community to translate the Trust vision and ethos into agreed objectives and operational plans which will promote and sustain school improvement.
3. Embed the vision and values in the academy's everyday work and practice.
4. Ensure the academy achieves its performance targets.
5. Challenge, motivate and empower others to attain ambitious outcomes.

6. In collaboration with the senior leadership, implement and grow the post sixteen provision within the academy and across the Trust (as applicable).
7. Motivate and work with others to create a shared culture and positive climate both for students and the local community.

Managing the Organisation

1. Create an organisational structure that reflects the academy's vision values and ethos, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produce and implement clear strategies and policies for the development of the academy and its facilities.
3. Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Manage the academy's financial resources, effectively and efficiently, adhering to the Trust KPIs, to achieve the academy's educational goals and priorities.
5. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the Trust.
6. Implement successful performance management processes and continuing professional development programmes for all staff.
7. Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
9. Ensure that all safeguarding procedures are followed in all academy practices.

Leading, Learning and Teaching

1. Develop an inclusive and supportive approach so that the academy is a place where all students and potential students feel welcome.
2. In collaboration with the senior leaders, determine, organise and implement a holistic, imaginative and innovative curriculum, making best use of all available academic and vocational expertise and curriculum opportunities across the Trust.
3. Ensure a consistent and continuous academy-wide focus on students' achievement and attainment, using data and benchmarks to monitor progress in every child's learning.
4. Ensure that student learning and enrichment, through personalised learning strategies, are at the centre of strategic planning and resource management.
5. Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
6. Demonstrate and articulate high expectations, aspirations and standards and set stretching targets for the whole academy community.
7. Provide experiences that will nurture the development of the whole person, their spiritual, emotional and moral health and well-being, as well as academic or vocational ability.

8. Implement strategies that secure high standards of behaviour and attendance.
9. Ensure learning opportunities and curriculum materials are innovative, inspirational and inclusive, so that all students are motivated and excited about their learning and the future learning pathways they will follow.
10. Promote an effective Virtual Learning Environment so that students, and parents, can access their curriculum, assessment and welfare information at all times.
11. Monitor, evaluate and review the quality of teaching and learning and ensure that there is a process of continuous improvement.
12. Keep up to date with national and local educational strategies and developments, communicating them to staff and governors and implementing them as appropriate.

Securing Accountability

1. Fulfil commitments arising from contractual accountability to the Trust Board and Principal.
2. Develop an academy ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
4. Work with the Local Governing Body (providing information, evidence of progress against KPIs, objective advice and support) to enable it to meet its responsibilities.
5. Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including Trust Directors, Principal, Governors, Parents/ Carers.
6. Adhere to and promote the Trust's robust self-evaluation and quality assurance procedures.

Strengthening Community and Partnerships

1. Build an academy culture and curriculum that takes account of the richness and diversity of the academy's communities.
2. Ensure learning experiences for students are linked into and integrated with the wider community.
3. Ensure a range of community and enterprise-based learning experiences are promoted.
4. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, cultural and mental well-being of and support to students and their families.
5. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
6. Collaborate with the senior leaders in ensuring effective partnerships with businesses and other local stakeholders to promote wider experiences and aspirations for the students.
7. Seek opportunities to engage with parents and carers, community figures, businesses or other local community organisations into the academy to enhance and enrich the academy and its value to the wider community.

Developing Self and Working with Others

1. Regularly review own practice, set personal targets and take responsibility for own personal development.
2. Develop and maintain effective strategies and procedures for staff induction, continuous professional development and performance reviews.
3. Treat people fairly, equitably and with dignity and respect to create and maintain a positive academy culture.
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
5. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
6. Build a collaborative learning culture within the academy and actively engage with other schools to build effective learning communities.
7. Manage own workload and that of others to allow an appropriate work/life balance.

PERSON SPECIFICATION

Criteria required to undertake the job are provided under specific headings. How the evidence will be tested is indicated under the remaining columns.

E/D: Essential or Desirable

A: Application Form

I: Interview/Presentation

R/P: References/Pre-Employment Checks

A: TRAINING AND QUALIFICATIONS	E/D	A	I	R/P
1. Qualified Teacher Status	E	✓		✓
2. Degree (or equivalent)	E	✓		✓
3. Evidence of recent professional development	E	✓		✓
4. Be working towards or completed appropriate qualification e.g. NPQSL, NPQH	D	✓		
B: EXPERIENCE OF TEACHING AND LEADERSHIP	E/D	A	I	R
1. Successful leadership and management experience within an educational setting	E	✓	✓	✓
2. Demonstrable successful teaching experience	E	✓	✓	✓
3. Proven track record in one or more of the following, with evidence of positive impact on whole school performance: - <ul style="list-style-type: none"> • Progress and Achievement • Curriculum Planning • Inclusion and SEND • Teaching (Pedagogy) and Learning 	E	✓	✓	✓
4. Involvement in school/academy self-evaluation and development planning	E	✓	✓	
5. Evidence of making a positive impact on the sustained development & improvement of a school or other educational setting	E	✓	✓	✓
6. Evidence of successful strategies and data to establish benchmarks and set targets to raise learner progression achievement and attainment	E	✓	✓	
7. Evidence of monitoring, evaluating and reviewing performance, through a robust performance management system	E	✓	✓	✓
8. Evidence of successfully operating at both strategic and operational levels	E	✓	✓	✓
9. Evidence of school/academy finances and budget/financial management	E	✓	✓	
10. Evidence of using strategies to achieve effective learning, teaching and assessment including the use of ICT	E	✓	✓	

C: SKILLS AND KNOWLEDGE	E/D	A	I	R/P
1. Effective interpersonal skills (written, verbal, influencing/negotiation skills)	E	✓	✓	✓
2. Data analysis skills; the ability to use data to set targets, identify weaknesses and demonstrate impact	E	✓	✓	✓
3. Understanding of high-quality teaching, and the ability to model this for others and support others to improve	E	✓	✓	✓
4. Understand and be able to implement the new Ofsted framework and national policies	E	✓	✓	
5. Knowledge and understanding of leading effective curriculum implementation	D	✓	✓	
6. Knowledge and understanding of the needs surrounding SEND	E	✓	✓	
7. Ability to effectively lead and manage people and build positive working relationships	E	✓	✓	✓
8. Ability to work well under pressure, to tight deadlines with competing priorities	E	✓		✓
9. Knowledge of the role of academy Governors	D	✓	✓	
D: PERSONAL SKILLS & ATTRIBUTES	E/D	A	I	R/P
1. High standards of integrity, promote equality and diversity and be a positive role model for students, staff and wider academy stakeholders	E	✓	✓	✓
2. An ability to analyse and interpret information to make informed decisions and exercise good judgement	E	✓	✓	✓
3. An ability to challenge and motivate others to create a forward-thinking organisation committed to academy improvement	E	✓	✓	
4. An understanding of the value of a successful work/life balance for self and others	E	✓		✓
5. Full clean driving license, or access to mobility support	E			✓



We have some of the most stunning landscape in the country on our doorstep. From the Northumberland Coast to the North Pennines, Kielder Forest and Park, to Durham Heritage Coast and Hadrian's Wall, to Whitley Bay, there are some beautiful places to spend your leisure time.

Travel south and within an hour you can be in the North York Moors or due North are the wilds of Northumberland – now officially a 'dark sky' national park. There are plenty of places to explore. If you enjoy a stroll on the beach with the dogs; a hike with the camera, or even something a bit more adventurous, you can find it all in the North East.

When people think of the North East, most picture mining, steel and football, but there are plenty of museums and galleries here to rival those in other areas.



If food and drink is your thing, the region has a diverse and vibrant nightlife and you are spoilt for choice for places to eat from quality street food to Michelin star restaurants.

Our rugged coastline has idyllic beaches and quaint seaside towns. You can travel out by boat to the Farne Islands to see the wildlife, or drive over the causeway to Lindisfarne when the tide is out. To the East you have the beaches of Roker, Seaburn and Tynemouth as well as the beautiful Northumberland coast line.



There's the BALTIC Centre for Contemporary Art, the Sage, Middlesbrough Institute of Modern Art (MIMA), Beamish Museum, The National Glass Centre, and many, many more. Plus, there are hundreds of historical sites and museums to visit, from Hadrian's Wall to Alnwick Castle and Gardens.

One of the best things about living in the North East is how easy it is to access other places. You can travel anywhere in the region in less than two hours, plus we have Yorkshire, the Lake District and Scotland on our doorstep. The excellent rail and air links are in close proximity and provide a platform from where you can travel further afield.

The North East of England has housing that caters to all budgets, whether you prefer the urban bright lights of city living or a slower pace within a rural village and everything in between; it has some of the cheapest property to be found anywhere in the UK. Whilst often overlooked by people in other parts of the country, the North East of England is a brilliant, welcoming and diverse place to work, rest and play.

