



Senior Vice Principal The Hill Primary Academy

Recruitment Pack

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Welcome Letter

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Libby Nicholas

Chief Executive, Astrea Academy Trust



A Warm Welcome, from

Sean Woolley, Principal at The Hill Primary Academy

Dear Candidate,

Thank you for your interest in this post. The enclosed literature is intended to give a better understanding of The Hill Primary Academy and Astrea Academy Trust.

We are in the process of undertaking transformational change at The Hill Primary Academy. A school where there are No Excuses and No Exceptions. It is every learner every time. You have a chance to be part of this journey of change, where you will be able to develop your skills and be part of something special over the coming years.

The Hill Primary Academy is a larger than average primary school (NOR 460, including nursery). The school is 2 form entry, with children from 0-11 years old. In May 2016 the school became part of Astrea Academy Trust.

The Hill is located approximately 6 miles from Barnsley, in the town of Thurnscoe. It enjoys excellent links to surrounding villages, towns and cities via the M18, M1, A1 and local rail network. Shops and small businesses provide local employment opportunities.



Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.



Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, school and Trust progress and as a guide to inform the direction of change.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Reach4thestars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website: <https://astreaacademytrust.org/>

Astrea Academy Trust Family

Academies currently within Astrea Academy Trust:

- ★ Byron Wood Academy, Sheffield
- ★ Carrfield Primary Academy, Rotherham
- ★ Castle Academy, Doncaster
- ★ Cottenham Village College, Cambridgeshire
- ★ Denaby Main Primary Academy, Doncaster
- ★ Edenthorpe Hall Academy, Edenthorpe
- ★ Gooseacre Primary Academy, Rotherham
- ★ Greengate Lane Academy, Sheffield
- ★ Hartley Brook Primary Academy, Sheffield
- ★ Hatfield Primary Academy, Sheffield
- ★ Hexthorpe Primary Academy, Doncaster
- ★ Highgate Primary Academy, Rotherham
- ★ Hillside Academy, Doncaster
- ★ Kingfisher Primary Academy, Doncaster
- ★ Lower Meadow Primary Academy, Sheffield
- ★ Netherwood Academy, Barnsley
- ★ The Centre School, Cambridgeshire
- ★ The Hill Primary Academy, Rotherham

Job Description

Position: Senior Vice Principal

Salary: Competitive salary

Reporting to: Principal

Location of this position: The Hill Primary Academy

Purpose of this role:

- Lead the development and improvement of teaching and learning at the school to ensure continued, rapid improvements in educational outcomes.
- Raise achievement of all students ensuring they make progress at least in line with expectations
- Lead key strategic teams in understanding and developing high quality and innovative provision
- Ensure standards are applied consistently in terms of the:
 - Smooth day-to-day running of the school
 - Ensure all staff are aware of all school policies
 - Implementation of the quality assurance procedures for all aspects of the work of the school
- To support strategic development, share good practice and plan and deliver collaborative activities beyond the school for the benefits of our students
- To present the school and its partners both within and beyond the academy
- To deputise for the Principal in their absence

Key Areas

- To be the strategic lead for the delivery of sustained, high quality teaching across the school
- Lead and manage the school's programme of continuing professional development for all staff
- Lead and manage the whole school system for the quality assurance of teaching
- Lead and manage the school's performance management process for all staff

Duties and Responsibilities as a member of the Principal's Team:

Work with the Principal, supporting the leading of Teaching and Learning

- To ensure a realistic consistent and continuous school-wide focus on student achievement, using data and benchmarks to monitor progress in every child's learning.
- To ensure that learning is at the centre of strategic planning and resource management.
- To establish creative responsive and effective approaches to learning and
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- To demonstrate and articulate high expectations and set realistic, obtainable targets for the whole school community.
- To implement strategies which secure high standards of behaviour and attendance.

- To determine, organise and implement a diverse and flexible curriculum and implement an effective assessment framework.
- To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff.
- To monitor, evaluate and review classroom practice and promote improvement strategies.
- To challenge underperformance at all levels and ensure effective corrective action and follow-up.

Work with the Principal, developing self and working with others

- To engage with all staff in a manner which creates and maintains a positive College culture
- To build a collaborative learning culture within the College and actively engage with other schools to build effective learning communities.
- To develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- To develop and maintain a realistic culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- To regularly review own practice, set personal targets and takes responsibility for own personal development.
- To manage self and encourage colleagues to retain a healthy balance in their professional and personal lives.

Work with the Principal in managing the organisation

- To create an organisational structure which reflects our values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- To produce and implement clear, evidence based improvement plans and policies for the development of the ALC and its facilities.
- To ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives,
- To manage our financial and human resources effectively and efficiently to achieve the our educational goals and priorities.
- To recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the ALC
- To implement successful performance management processes with all staff.
- To manage and organise the environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations
- To 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.
- To use and integrate a range of technologies effectively and efficiently to manage the College
- To comply with policies and procedures relating to the Code of Conduct, safeguarding, health and safety, security, confidentiality and data protection etc.

Work with the Principal to secure accountability

- To fulfil commitments arising from contractual accountability to the governing body.

- To develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- To develop and present a coherent, understandable and accurate account of the College's performance to a range of audiences including governors, parents and carers.
- To reflect on personal contribution to College achievements and to take account of feedback from others.

Work with the Principal in strengthening the community

- To build a culture and curriculum which takes account of the richness and diversity of our communities
- To create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment.
- To ensure learning experiences for students are linked into and integrated with the wider community and to ensure that students have opportunities to take on leadership roles within the ALC and the wider community
- To ensure a range of community based learning experiences.
- To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- To create and maintain an effective partnership with parents and carers to support and improve student achievement and personal development.
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the College to enhance and enrich the work of the ALC and its value to the wider community
- To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and colleges and promoting innovative initiatives
- To co-operate and work with relevant agencies to protect children.

The Hill Primary Academy

Senior Vice Principal (Teaching, Learning and Assessment)

Senior Vice Principal - Person Specification

Essential	Desirable
Qualifications	
<p>Qualified teacher status Degree or equivalent qualifications Evidence of recent, relevant continuing educational professional development Further relevant professional studies</p>	
Experience	
<p>Experience of effective senior leadership A proven track record of providing effective improvement strategies to raise standards for students of all abilities Use of effective approaches to the development of teaching and learning, including assessment for learning Successful management of school self-evaluation, improvement planning and target setting Experience of Ofsted processes Leadership in staff professional development Experience of relevant areas of the curriculum and key stages Evidence of outstanding teaching leading to significant rapid student progress and outcomes</p>	<p>Management experience in more than one school Successful experience of working with the school community in raising the profile of the school Experience of working in an environment that can be challenging</p>
Knowledge, skills & abilities	
<p>Able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible. Have relentlessly high expectations of students and staff Possess strong leadership and management skills, including being able to inspire and motivate staff and build on their strengths and areas of expertise The ability to make accurate judgments with regard to the quality of teachers' performance Ability to plan strategically and to monitor, evaluate and review key aspects of the academy Able to evaluate the quality of student learning and progress Experience of developing effective approaches to learning and teaching</p>	<p>Experience of effective implementation and use of Information Technology to innovate teaching and learning</p>

<p>Thorough knowledge and understanding of national priorities and current curriculum developments</p> <p>In depth knowledge of best practice in teaching and learning, including the use of the latest technologies, to support student achievement</p> <p>Knowledge and understanding of the principles and practices of appraisal</p> <p>Ability to analyse and interpret student data and set challenging but realistic performance targets</p> <p>Ability to work effectively as part of the academy senior leadership team</p>	
Equality and Diversity	
<p>Ability to integrate equality policies into service delivery</p> <p>Demonstrable commitment to equality of opportunity and inclusive education</p> <p>Ability to develop an appropriate environment which ensures the safety of all users of the academy</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with students</p>	<p>Experience of organising collaborative partnerships with other service providers</p>
Personal Qualities	
<p>Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion</p> <p>An ability to be flexible, creative and solution focused</p> <p>Effective organisational skills and the ability to prioritise workloads and manage competing demands.</p> <p>Resilience, the ability to work under pressure and able to meet deadlines</p> <p>Ability to think strategically, creatively and to prioritise</p> <p>Excellent communication (including written, oral and presentation skills) and interpersonal skills</p> <p>Willing to learn from others and to both seek and take advice</p>	

The following methods of assessment will be used:

- Interview
- Structured discussions with Principal, Astrea Academy Trust, Governors and stakeholders
- Technical Assessment of application against criteria
- Presentation
- Activities designed to provide evidence to assess against Person Specification

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced DBS Certificate
2	Additional criminal record checks if applicant has lived outside the UK
3	Medical clearance
4	Qualifications essential to the post
5	Two references from current and previous employers (or education establishment if applicant not in employment)

Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The Trust pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name

- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

Please complete the Application Form which is available together with this document

Please send your completed Application Form to

Name: Kim Bradley

Position: Business Manager

Contact: kim.bradley@astreathehill.org

The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.