



The Shared Learning Trust

THE STOCKWOOD  
PARK ACADEMY

## Vice Principal (Character, Culture & Resilience – Behaviour)

The Stockwood Park Academy have a wonderful opportunity for an inspirational school leader to be our new Vice Principal due to the successful promotion of the current post holder.

The main purpose of the post is to provide strategic leadership of the school's policies and procedures in order to secure excellent attitudes to learning by all pupils across the Academy. Also to produce, evaluate and maintain a strategic plan for improving the attitude to learning and behaviour in the school.

In partnership with the Principal and other members of the Academy Leadership Team, the successful candidate will provide vision, leadership and direction for the academy ensuring that all relevant standards of conduct are met by students and staff.

As Vice Principal, you will play a lead role in promoting the inclusive ethos of the academy, creating and maintaining an environment which promotes and secures good teaching and effective learning for all students.

The successful candidate will be an experienced / aspirational professional, who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners. If you are highly motivated, respond well to a challenge and have excellent communication skills, this could be the job for you!

Visits to the Academy are warmly welcomed.

**For an informal conversation about the position, please contact Louise Lee (Principal) via Gayle Elliot, PA to the Principal, The Chalk Hills Academy on 01582 884 100**

### Job Specifics:

- **Start Date:** September 2019
- **Salary:** L20 – L24 - £63,806 - £70,370
- **Job Role:** Full time, Permanent

### Why work for The Stockwood Park Academy:

- £30 million state of the art modern facilities with well-equipped classrooms
- You'll be working alongside charismatic, supportive and genuine colleagues and Senior Leadership Team who want to see you succeed and thrive
- A staff wellbeing team that implements various strategies to boost staff engagement including various activities, events, conferences and many other staff benefits
- Unparalleled CPD and training opportunities with cross trust and national development programs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- To be part of an 11-18 provision with opportunities to teach in the sixth form in for many subject areas
- All teaching staff receive a laptop to use whilst in employment

# HOW TO APPLY

**Closing Date:** Monday 13<sup>th</sup> May at 10am **Interviews:** w/c 20<sup>th</sup> May 2019

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please email [academyrecruitment@thesharedlearningtrust.org.uk](mailto:academyrecruitment@thesharedlearningtrust.org.uk).

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

## RECRUITMENT TIMELINE

3 May	Position is advertised
13 May	Closing date for applications (12pm) References will be requested at this stage
w/c 20 May	Interviews

## SAFEGUARDING

***'We believe in the safeguarding and welfare of children and expect all staff to share this view'.***

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.



The Shared Learning Trust

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THE STOCKWOOD  
PARK ACADEMY

**INFORMATION FOR APPLICANTS:**

Vice Principal (Character, Culture & Resilience – Behaviour)



# WELCOME TO STOCKWOOD PARK ACADEMY



Cathy Barr

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

## – *We recruit people for attitude and train for skills*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

### **We aim to recruit staff who:**

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

# WELCOME TO STOCKWOOD PARK ACADEMY



Richard Found

Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

- Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.
- Our staff are highly qualified and work tirelessly in the pursuit of world-class progress for all of our students.
- The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards,

Richard Found

# ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of five schools based in Bedfordshire:

- The Stockwood Park Academy, Luton, ages 11-18
- The Chalk Hills Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19 (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, ages 4 - 11
- The Vale Academy, Dunstable, ages 2 – 11
- The Rushmere Park Academy, Leighton Buzzard, ages 4 - 9

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

## VISION & VALUES – *‘Strive, Achieve, Believe’*

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.



# ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.



# CPD AND TRAINING- *We invest in you!*

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

## TEACHER TESTIMONIALS

*"What I really felt here more than anywhere else was that the welcome was extremely warm and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before.. At Stockwood, we really believe the CPD should be personalised at whatever level you are at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is really important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders' courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job."*

*Helen Palmer, Assistant Principal for Teaching and Learning*

*"Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader."*

*Joel Toomer, Assistant Principal*

*"I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role."*

*Iain Temple, Assistant Principal*



# JOB DESCRIPTION

## Vice-Principal

### Character, Culture & Resilience (Behaviour)

L 20-24 - £63,806 - £70,370

#### The successful candidate will need to be:

- Forward looking, energetic and visionary with high level organisational skills
- An exemplary classroom practitioner
- Able to prove a successful track record of whole school responsibility, demonstrating exceptional leadership skills
- Energetic, creative and able to embrace the challenges of working and leading in an exciting, vibrant school that serves a community with a high proportion of disadvantaged learners
- An excellent team player who enjoys working collaboratively as well as leading by example, setting and promoting high standards at all times
- Highly skilled in managing personal interactions
- Resilient under pressure

#### The Vice Principal will:

- Provide strategic leadership of the school's policies and procedures in order to secure excellent attitudes to learning by all pupils across the Academy. Produce, evaluate and maintain a strategic plan for improving the attitude to learning and behaviour in the school.
- Provide strategic leadership of the school's policies and practices in order to secure excellent attendance and punctuality by all pupils across the Academy.
- Lead on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focused on developing exemplary behaviour in the Academy and the wider community.
- Lead and support the Student Service team to identify and intervene with vulnerable students so that they can progress and achieve high standards compared to other students.
- Strategically plan and implement interventions that enable all pupils to overcome personal obstacles and challenges so that they make maximise their success and progress
- Lead on the implementation, monitoring and evaluation of the Academy's behaviour policy and associated strategies.
- Support the work of the Lead Professional for Pupil Wellbeing and safety so that all students in the Academy benefit from attending an Academy with an exemplary safeguarding culture. In providing high quality Line Management in these areas, the school will fulfil its wider commitment to develop and deliver high quality mental health and wellbeing strategies and have the Personal Development of all pupils at the heart of all that we do.
- Support the work of the Trust SENDCo so that all students, regardless of their learning, social and emotional needs, benefit from a school culture and provision that is genuinely inclusive. In providing high quality Line

Management in this area, the Academy will ensure that all professionals are clear as to how to support and challenge students to achieve their best, regardless of their needs or starting points.

- Promote excellent classroom behaviour and attitudes to learning by leading on structured support and coaching for all departments and support staff.
- Use external and internal research and development to innovate and inform school improvement.
- Track, monitor and evaluate attitudes to learning, behaviour, attendance and punctuality across the Academy and implement quality assurance procedures, reporting regularly to the Executive Principal and Principal, leaders, staff and Governors.
- Liaise effectively with external agencies and providers in order to broker, commission and evaluate the impact of alternative provision in seeking to re-engage vulnerable students and to reduce the prospect of exclusion.

## B. Shaping the Future

The Vice Principal will be a visionary leader who:

- Will work with the Principal and Senior Leadership Team to grow the long-term success of the school
- Shall contribute to and communicate the Academy's shared vision
- Effectively implement the vision through agreed objectives and operational planning
- Can motivate others to create a shared learning culture and positive climate
- Demonstrate clear values and moral purpose
- Ensure all members of the Academy community have access to creativity, innovation and new technologies to enable them to achieve excellence.

## C. Leading Achievement

The Vice Principal will be an outstanding practitioner who:

- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Ensure that improving the quality of provision remains at the heart of school improvement.
- Act as a high-quality Chair of appropriate meetings and or working parties, ensuring that the focus of the work is on securing the very best outcomes.
- Sets high expectations, set stretching targets and track this achievement
- Generate and lead a culture and ethos of challenge and support where all students and staff become engaged in their own learning
- Implement and assure strategies that secure high standards of behaviour and attendance across the whole school
- Challenge underperformance at all levels and ensures corrective action, follow up and support

## D. Developing Self and Others

The Vice Principal will be reflective, collaborative and:-

- Be a role model for the whole Academy community, setting high professional standards
- Contribute to, maintain and develop high standards of professional conduct in staff
- Treat people fairly, equitably and with dignity and respect
- Carry out your duties and responsibilities with regard to equal opportunities
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals
- Manage own workload and that of others to allow for an appropriate work /life balance
- Will be self-reflective, review own practice, set personal targets and take responsibility for their own personal development
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

#### E. Managing Within the Organisation

The Vice Principal will be excellent manager who:

- Under the direction of the Principal will recruit, retain and deploy staff appropriately within the school
- Produce and implement clear evidence-based improvement plans and policies to develop the school
- Liaise with the Governing Body as appropriate
- Contribute to the management of the school environment ensuring that it meets the needs of the curriculum and complies with Health and Safety regulations
- Ensure resources are used effectively and efficiently

#### F. Securing Accountability

The Vice Principal will:

- Ensure that staff are appropriately held to account and that student progress is not hampered by inadequate provision
- Provide high quality Line Management so that other leaders feel challenged and supported in equal regard, have a voice and the opportunity to inform direction and take appropriately calculated risks.
- Present a coherent and accurate account of the Academy's performance to a range of stakeholders
- Ensure Quality Assurance systems in the school are robust and informative
- Develop a shared ethos around corporate responsibility for outcomes

#### G. Acting with Integrity

The Vice Principal will:

- Prioritise their own teaching and the students in their classes. They will deliver lessons of high quality and always be prepared to model effective practice to others.
- Always be honest in all their endeavours including when mistakes are made.

- Demonstrate hope and optimism in all interactions and situations, regardless of the challenge faced.
- Always exercise duties in line with the expectations of the whole school organisation
- Accept the views of others, making use of active listening when advising or challenging the work of others.

#### H. Strengthening Community

The Vice Principal will appreciate the value of a strong community and be able to:

- Promote equal opportunities and challenge all forms of prejudice
- Develop and sustain effective partnerships with parents / carers
- Liaise with other agencies to ensure that student needs are met
- Ensure that communication between school and home is effective

#### I. Safeguarding

The Vice Principal will be fully committed to the safeguarding and promotion of the welfare of children, young people and vulnerable adults, in every regard.

## Person Specification

### Qualifications – Application Form / Certificates

Essential	Desirable
Qualified Teacher Status.  A good honours degree.  Senior leadership professional development e.g. NPQSL.	Higher degree (Masters, PhD) or NPQH  Willingness to undertake or be undertaking NPQH

### Experience - Application Form / References

Essential	Desirable
Experience of senior leadership at Deputy Headteacher, Assistant Headteacher or equivalent level.  Outstanding classroom practitioner.  Proven track record of securing improvements in the quality of teaching and learning / raising achievement.  Experience of developing a curriculum which can	Experience of teaching in more than one school.  Experience of leading strategies to raise aspirations amongst students.  Significant and substantial experience of leadership as a SENDCo, Head of Year, DSL and / or Curriculum Team Leader.  Experience of working closely with the wider

<p>be personalised to the needs of different children.</p> <p>Previous experience in bringing about positive change in a school.</p> <p>Proven successful experience of the leadership of teams.</p> <p>Experience of tackling underperformance in staff and / or students.</p> <p>Experience of effective working with a variety of stakeholders including students, parents, governors and the wider community.</p> <p>Experience of training and developing staff.</p>	<p>community and / or outside agencies.</p> <p>Experience of leading on a whole school initiative resulting in improvements in relation to behaviour or attitudes for learning.</p> <p>Experience of leading high impact whole school inset.</p>
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#### Professional Knowledge and Understanding - Application Form / Interview

Essential	Desirable
<p>An understanding of current educational developments including statutory requirements, inspection frameworks and other initiatives in secondary education.</p> <p>Excellent knowledge of pedagogy and highly effective teaching practice.</p> <p>A developed understanding of how to lead and manage change in complex organisations.</p> <p>A clear understanding of the differing roles, responsibilities and accountabilities required to drive successful pastoral leadership.</p>	<p>Use of social media and online platforms to positively promote the work of the school.</p> <p>Clear and advanced understanding of the requirements to safeguard and promote the well-being of children and young people.</p> <p>Recognise what effective practice in meeting the needs of students with SEND looks like.</p>

#### Skills and Abilities (Interpersonal) - Form / Interviews / References

Essential	Desirable
<p>Exceptional social and communication skills; written, oral, subliminal.</p> <p>Be a confident and inspiring public speaker.</p> <p>Have the ability to lead, inspire, motivate and manage diverse groups of people.</p> <p>To be an effective Chair of meetings.</p> <p>When necessary can exercise tact, sensitivity</p>	<p>A high-level ability to use ICT in educational leadership and management.</p> <p>Well-developed budget management skills.</p>

and good judgement in equal measure.	
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**Skills and Abilities (Leadership) - Form / Interviews / References**

<u>Essential</u>	<u>Desirable</u>
<p>Confidence to work collaboratively, independently and flexibly.</p> <p>To be able to think creatively and imaginatively and to be able to anticipate and solve problems, identifying opportunities along the way.</p> <p>To be able to set challenging yet realistic targets against meaningful timescales.</p> <p>To be able to deputise for the Principal in his / her absence, exercising both strategic and operational functions.</p> <p>Ability to lead whole school improvement and the management of change, associated with it.</p> <p>Refined knowledge of how to use data analysis to inform school improvement planning and prioritisation.</p> <p>To be able to devolve responsibility and delegate appropriately and effectively.</p> <p>A professional role model in every regard.</p> <p>To be able to inspire others so that they confidently can believe that they can be better at what they do.</p>	<p>The ability and desire to become a Principal.</p>



#### Qualities - Form / Interviews / References

Essential	Desirable
<p>Value driven and moral, positive and constructive.</p> <p>Open to advice and constructive criticism; a natural active listener.</p> <p>Emotionally literate and in possession of strong interpersonal skills.</p> <p>Able to make and keep commitments and deliver according to deadlines.</p> <p>A high level of integrity – honest, trustworthy, reliable. Discreet, tactful and loyal.</p> <p>Resilient and able to be sustain commitment and yet maintain a healthy balance for themselves and for others.</p> <p>In possession of a warm personality and a good sense of humour.</p>	

#### Values and Attitudes - Form / Interviews / References

Essential	Desirable
<p>A commitment to inclusive comprehensive education and equal opportunities.</p> <p>An empathy for children and parents from a wide variety of backgrounds.</p> <p>A willingness to work hard, with enthusiasm and vision.</p> <p>The importance of Restorative Justice in a positive approach to Behaviour Management.</p> <p>Core values that will self-sustain and motivate others.</p> <p>A commitment to excellence for all and by all and an intolerance of complacency.</p> <p>A commitment to your own on-going continuing professional development.</p> <p>Entitlement to a work-life balance for all.</p>	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.