



Vice Principal Primary (3-19 Academy)



BEDE
ACADEMY

EMMANUEL SCHOOLS
FOUNDATION



Vice Principal Primary (3-19 Academy)

L22 – 27 (£66,017 - £74,615) • Blyth, Northumberland

This isn't just another leadership challenge because Bede Academy isn't just another school. An all-through academy based across separate Primary and Secondary sites, this role will give you the opportunity to focus on Primary whilst developing talent across the Primary and Secondary phases – and profoundly impacting on the lives of everybody who studies and works here.

We have a strong Christian ethos and our motto is "Veritas vos liberabit" ("The truth will set you free"). We think that says a lot about us. Our vision of education is based around honour, humility, compassion, integrity and accountability and our results speak for themselves: formed as recently as 2009, we've already been rated Good by Ofsted and we're on our way to Outstanding.

We'll look to you to challenge and improve the way we think and work, as you implement new initiatives in teaching and learning, INSET and CPD. In particular, you'll play a major part in the recruitment and retention of teachers: ensuring we have the talent we need to give students the education they deserve. If you have the ambition and passion we require, you can expect close involvement with the Principal to make things happen and make continuous improvement central to everything we do.

An accomplished teacher and seasoned manager, you're ready for broader responsibility, greater autonomy and an enviable lifestyle in beautiful Northumberland.

For further information, please visit <http://www.bedeacademy.org.uk/working-at-bede-academy/current-vacancies/>

Closing date: 8th October 2017.

Interview date: w/c 16th October 2017.



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Job Description

This position is responsible to the Principal and Head of Primary Years. Alongside the Standards for all Teachers and Standards for all Heads of Department, main duties include:

- The promotion of the Academy's Christian and ethos values through the leadership of Teaching and Learning.
- Raising to its highest possible levels the quality of classroom teaching and learning particularly through the Appraisal, INSET and Continuing Professional Development of teaching staff to ensure maximum student academic progress.
- The analysis of internal and external assessment data throughout the Academy in order to identify patterns of under-achievement and support improvement among teaching staff.
- The induction of newly appointed teachers.
- The development of a culture of enterprise throughout the Academy particularly in relation to teaching.
- Overall direction of Academy special events.
- Developing Academy links with external business partners and the local community.
- The direction and work of the Senior Teacher responsible for GTPs and NQTs.
- Oversight of Subject leads and Heads of Department through the Heads of Department meetings in all matters pertaining to teaching and learning standards.
- Organisation and management of teaching staff recruitment and retention.
- Leadership of Assemblies as required and the creation of the Assembly rota.
- Preparation and delivery of Assemblies and thought for the week.
- Developing classroom research across the Academy so that students benefit from findings and staff develop further professionally.
- To ensure that CPD is effective and has maximum impact.
- Any other duties as reasonably required by the Principal, including an appropriate amount of classroom teaching.



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Person Specification

ESSENTIAL	DESIRABLE	HOW MEASURED
QUALIFICATIONS		
Degree or equivalent		Application form and certificates
Teaching qualification (Primary)		Application form and certificates
Qualified Teacher Status (QTS)		Application form and certificates
Evidence of further professional development		Application form and certificates
KNOWLEDGE AND EXPERIENCE		
Substantial teaching experience		Application form, personal statement, results and references
Experience of strategically managing a team	Experience of working as a member of a secondary school leadership team as a Vice Principal, Deputy Head Teacher or equivalent	Application form, personal statement, references
The ability to articulate how a Christian ethos could be developed and the capacity to contribute to this	Experience of working in a school with a distinctive Christian ethos	Application form, personal statement, interview
Experience of working strategically with data		Application form, personal statement, interview
Understands characteristics of effective teaching and learning strategies used to raise student attainment and progress engaging all students		Application form, interview
Sound technical understanding of school leadership issues and the Ofsted inspection framework	Experience in school self-review and evaluation	Application form, personal statement, interview
A demonstrable record of excellent classroom practice		Application form, interview
Experience of leading staff development sessions and supporting staff		Application form, interview
Ability to lead successful Academy wide initiatives, developing innovative approaches to learning, teaching, mentoring and guidance		Application form, personal statement, interview



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ATTITUDES

A commitment to the Christian Ethos of Bede Academy in all aspects of Academy life		Personal statement, assessment process
To support and develop students with a wide range of educational needs		Personal statement, assessment process
Committed to continual professional development, in particular with regard to Academy leadership		Personal statement, assessment process

RELATIONSHIPS

Excellent interpersonal and communication skills to support students' needs		Personal statement, assessment process
Ability to take an active role in developing subject targets		Personal statement, assessment process
A team player who seeks to have positive and mutually supportive relationships with colleagues		Personal statement, assessment process

SKILLS & WORK RELATED REQUIREMENTS

A clear Enhanced DBS check		DBS Check, application papers
Strong interpersonal skills both written and oral		Personal statement, assessment process
Self-motivated, resilient and tenacious		Personal statement, assessment process
Ability to work under pressure to meet deadlines		Personal statement, assessment process
Creative thinker and able to anticipate and solve problems		Personal statement, assessment process
Strong leadership and management qualities – a demonstrated ability to inspire and motivate others, yet can maintain a fair and inclusive personal style		Application form, interview, references, assessment process
Excellent ICT skills and use of appropriate technology		Personal statement, assessment process
A proactive approach		Personal statement, assessment process
Ability to initiate and manage change		Personal statement, assessment process



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Mission Statement

- To provide and support schools in which all students and staff have the opportunity to work hard to achieve their personal best
- To encourage personal, moral and spiritual development within a Christian framework
- To create and sustain educational environments where everyone is equally valued

CORE VALUES

We aspire, whether we are students or staff, that all of our work will be characterised by the following values:

Honourable Purpose:

We aim to be positive in everything, doing what is good and aiming to benefit others as well as ourselves.

Humility:

We seek to do our personal best without bragging and to encourage others to achieve their best without being critical or jealous of their efforts.

Compassion:

We care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.

Integrity:

We can be trusted to be honest and truthful, to say what we mean and to do what we say.

Accountability:

We recognise that having the freedom to express ourselves means that we must also accept responsibility for our words, thoughts and actions.

Courage:

We aim to do what is right, whatever the cost; we stand up for the weak, whatever the danger; we face our fears and find ways of defeating them.

Determination:

We know that hard work and the refusal to give up are essential if we are to achieve anything worthwhile.



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Senior Management Standard Responsibilities

The Senior Management team will be responsible to the Principal for the following:

- play a major role acting within the policy of the Bede Academy Board and under the overall direction of the Principal in:
 - formulating the aims and objectives of Bede Academy;
 - establishing the policies through which they shall be achieved;
 - managing staff and resources to that end; and
 - monitoring progress towards their achievement.
- undertake any professional duties of the Principal reasonably delegated to you by the Principal;
- in the case of a Vice Principal only undertake to the extent required by the Principal or the Bede Academy Board the professional duties of the Principal in the event of their absence from Bede Academy premises.
- in the event that the Principal, Head of Primary Years, and Vice Principal is absent or otherwise unavailable, to carry out the duties of the Principal, Head of Primary Years or nominated Vice Principal if requested. You will be notified at the start of the Bede Academy teaching year if the Board has nominated you to perform such duties.
- be entitled to a break of reasonable length as near to the middle of each Academy day as is reasonably practicable.
- with the exception of those members of the Senior Management team who have Sixth Form or Head of Department duties, take charge of lunch session supervision during term time as directed by the Principal such duties being anticipated to arise at least once per week.
- share responsibility for the supervision of students as they arrive and depart.
- any other duties as reasonably required by the Principal, including an appropriate amount of classroom teaching.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectations.



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Recruitment of Ex-Offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Bede Academy complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. Bede Academy undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

Bede Academy will ask an individual to provide details of convictions and cautions which are protected. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended) and where appropriate Police Act Regulations (as amended).

Bede Academy is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

The policy on the recruitment of ex-offenders is made available to all DBS applicants at the outset of the recruitment process.

Bede Academy actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes applications from a wide range of candidates. The Academy selects all candidates for interview based on their skills, qualifications and experience. The particular criteria for each position of employment are set out in the Job Description.

For all posts at the Academy a DBS disclosure will be requested at the Enhanced level. Recruitment documentation including application forms and job adverts contain a statement that a DBS check will be requested in the event of the individual being offered the position. The Academy encourages all applicants to provide details of a criminal record at an early stage in the application process. This information should be sent under separate, confidential cover, to the Personnel Officer and guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Bede Academy ensures that all staff who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. The Academy has received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate meeting, the Academy has an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment, or dismissal.

Bede Academy makes every subject of a criminal record check submitted to DBS aware of the existence of the Code of Practice and makes a copy available on request.

Bede Academy undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment. Unless the nature of the position applied for allows the Academy to ask questions about the applicant's entire criminal record, they will only be asked about 'unspent' convictions, not protected as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

Having a criminal record will not necessarily bar applicants from working at Bede Academy. This will depend on the offence, its circumstances and background, and the nature of the position applied for.



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