



Cheadle Sixth Form College

**Vice Principal – Pastoral
The Cheadle Academy**

RECRUITMENT PACK

The Cheadle Academy
Station Road
Cheadle
Staffs
ST10 1LH
01538 493900

office@theheadleacademy.co.uk
www.theheadleacademy.co.uk





The Cheadle Academy, Station Road, Cheadle, Stoke on Trent, ST10 1LH

Tel: 01538 483900 Fax:01538 483920

www.theheadleacademy.co.uk

Vice Principal - Pastoral

Salary: Leadership 14-18 (£53,712 to £59,264)

Start date: September 2017

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational leader as the Vice Principal - Pastoral. As an outstanding practitioner with proven experience of ensuring the highest standards in teaching and learning, you will have the ambition and motivation to drive the vision of the academy. Offering pastoral leadership through exceptional interpersonal skills, you will demonstrate a commitment to achieving success for all.

With recent successful strategic leadership experience, you will bring a track record of school improvement and the ability to lead and manage staff. This post will offer the right candidate the opportunity for professional growth and development and the chance to really make a difference in our school community. You will be supported by a professional and friendly team of staff who are committed to driving academy improvement.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

For further details and an application pack please visit the school website or contact Mrs K. Cope (Personal Assistant) at recruitment@theheadleacademy.co.uk

Visits to the school are welcome and can be arranged by contacting Mrs Cope on 01538 493900

Closing date for applications: Tuesday 2 May 2017 at 3.30pm

Interview Date: Tuesday 9 May 2017 and Wednesday 10 May 2017

PRINCIPAL
Mr N Jamieson
BA Hons, PGCE, NPQH



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Dear applicant,

Thank you for taking the time to consider applying for the post of Vice Principal at The Cheadle Academy. As its Principal, I would like to share with you some of the factors that attracted me to work here. The main attraction was, of course, the immense potential of the Academy to be judged, by everyone's standards, as outstanding; this is something that I firmly believe is within our grasp.

The academy has seen an improvement in its outcomes for students and we are predicting further improved outcomes this year, building on our recent successes. We achieved the highest results in the academy's history in 2016.

The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages. The whole community takes a lot of interest and pride in the achievements of its students. Our staffing complement is 36 FTE teachers and 22 support staff. We have 541 students on roll and, following the closure of our collaborative Sixth Form - The Moorlands Sixth Form College, we will be opening our own Cheadle Sixth Form College in September 2017, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which the staff are serious about their responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all.

The Cheadle Academy has a strong track record of collaborative work with our primary feeder schools, other institutions and groups of schools, which will continue to develop in the future. Parental support is excellent; Open Evenings, Consultation Evenings, Awards Presentations and performances are always well attended. The academy's wider community provides much positive encouragement.

The Governors will expect the successful candidate to bring a strong track record of school improvement to the post and they will be expected to actively embrace working closely and collaboratively with the Governors to develop the academy into a truly outstanding community resource; shaping lifelong learning opportunities for students and families across the town.

The Cheadle Academy is entering a new phase of development as it endeavours to strive to become an outstanding school. Every child's journey through our academy is important to us and we intend to ensure that every child receives nothing but the highest levels of academic and pastoral support as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would like to thank you for your interest in this post and our academy and wish you every success with your application.

Yours sincerely,

Mr Neil Jamieson
Principal



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Registered Office: Station Road, Cheadle, Stoke-on-Trent, Staffordshire, ST10 1LH. A list of members is available for inspection at the above address.

BACKGROUND INFORMATION



Context

The Cheadle Academy is an 11 – 18 school which will be establishing its own Sixth Form provision in September 2017, following the closure of The Moorlands Sixth Form College this summer, with 541 students on roll. Cheadle is a small market town near Stoke-on-Trent, Staffordshire, England, with a population of 11,400 according to the 2011 census. It is roughly 11 miles from the city of Stoke-on-Trent. Employment is dominated by JCB (Engineering), who have several large manufacturing facilities in the area (two in Cheadle) and Alton Towers, who provide considerable opportunities for seasonal employment in retail and public service. The catchment area of the school is both rural and urban in nature. Some students live in deeply rural environments and we have urban and rural wards in both the top and bottom 10% of wards on the index of child poverty. The percentage of adults in Cheadle with Further Education qualifications is 9.5% (national 19.5%) and similarly the percentage of adults with no qualifications at 16+ is higher than national averages (27-34%). The school converted to Academy Status in August 2011.

The percentage of families within the second quintile of deprivation is higher than the national average across Cheadle especially in the North East where 57% of families sit within this category. The percentage of children in low income families is better than the national average. Children who claim free school meals are lower than national averages, other than for Cheadle North East which is similar (14.5%). Cheadle West has significantly higher rates of violent crime than the national average. Cheadle North East also has a higher than national average number of children classed as being in need.

The following indicators are representative of Key Stages 3 and 4. The number of students eligible for Pupil Premium funding has increased to 29.85% over the last two years having increased from 25% in 2012-13. The number of eligible for Free School Meals has increased this academic year and is currently 12.31% of the Key Stage 3 and 4 cohorts. There has been an increase in the number of children in care over three years, currently there are six. The percentage of students with English as a second language has increased slightly to 2.5%. The number of students with a Statement of Educational Need has fluctuated over three years, but not excessively. There were 12 in 2012-13, which reduced to 8 in the last academic year, and there are currently 8 students with Statements or Education and Health Care Plans, which is 1.5% of the KS3/KS4 population. With the introduction of the new Code of Practice SA and SA+ are defined under the blanket term SEN Support. At SEN Support, there are currently 34 students, which is 6.2% of the KS3/4 student population. This number is a small decrease from previous years and is reflective of earlier identification of need and a decision to intervene at a lower level of tolerance with students with genuine SEND needs as opposed to underachievement. This was to drive forward more rapid improvements where testing reveals weaknesses in literacy and numeracy. The range of interventions used with all students on the register and the recording and monitoring of these is a focus and it's driven far more by data, particularly at KS4.

SAFEGUARDING

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

VISION AND VALUES

The Cheadle Academy's aspirations are reflected in the culture and ethos of the school, in the way in which our community is built upon sensitivity, tolerance and the appreciation of difference; at the heart of our work is the education of the young people in our care. There is a whole school ethos based on "Promoting Success". The Cheadle Academy seeks to ensure that all students aim to maximise their progress and attainment by:

- Developing a culture based on high expectations for both academic success and behaviour that supports learning
- Creating a set of values and norms which every member of the school community must espouse and uphold
- Maximising the use of teaching time, for example, by cutting out the minutes that are wasted by low level disruption and poor lesson transitions
- Focussing on the basics particularly reading, writing, communication and numeracy
- Achieving high levels of consistency; our pedagogy, classroom routines and behaviour policies are apparent throughout the academy
- Seeking to reward effort as well as achievement
- Celebrating and developing resilience
- Systematically cultivating aspiration through the use of visits, role models and creative opportunity.

The academy has a comprehensive system for using data to identify areas for improvement and a rigorous self-review system that enables it to deliver the necessary focussed improvements in learning, that are a prerequisite for constantly improving outcomes for our young people. We also have a CPD focus on training in accurate moderated assessment to ensure that all intervention is appropriate and targeted.

The capacity for sustained improvement is excellent. Our leadership structures are designed to bring added value to management; our leaders, at all levels, are seeking to bring about change, whilst all of our teams have in common the capacity to envision dynamically a set of coherent and communicable objectives and an associated ability to formulate and implement a clear map of how to reach them.

Our structure is designed to have a number of important characteristics

- A willingness to take on system wide roles and work with other schools
- Moral and strategic purpose
- A focus on enhancing the quality of creative learning, teaching and assessment
- An ability to make our academy a personal and professional learning community
- A commitment to building capacity through networking and collaboration
- A clear framework for developing leadership at all levels within the institution

The leadership structure, school ethos and numerous collaborative ventures gives the academy the capacity to tackle a number of key challenges facing the academy's leadership, driven by the increase in the scale and complexity of the agendas that all school leaders have to face. We have the leadership capacity to address the challenges associated with the juxtaposition of the learning and standards agendas on the one hand and the social and inclusion agendas on the other. Significant investment in Special Needs provision addresses issues relating to our vulnerable groups and ensures a constant focus on issues relating to equality and discrimination; our numerous links with other schools enables our students to be aware of issues relevant to them as world citizens.

We believe that a sense of clear direction is a strength of the academy. A number of processes are used to bring this about including:

- Involving all stakeholders in the development of a whole school vision
- The involvement of staff in creating our current school Aims Statement with its link to the Strategic Improvement Plan, Team Improvement Plans and individual staff targets
- An effective Governors Committee structure and the leadership of a Development Committee
- Regular meetings of the Year Leaders, led by an Assistant Principal, which links the student welfare system to the Senior Staff.
- Self-evaluation is strong. Targets are set to be aspirational and challenging, yet within our grasp as a school
- Governors and leadership teams have a good understanding of the academy's strengths and weaknesses, and have the drive and determination to move the academy forward. Our self-evaluation provides an accurate diagnosis of the academy's strengths and weaknesses, and systems are rigorous and involve staff at all levels.

Action we take, both operationally and strategically, is appropriate, carefully planned and aimed to provide impact in the areas that need it most, and where progress is particularly hard to achieve.

The energy, vision and drive of the Leadership Team, linked to the excellence of the support from leaders at all levels, and Governors, has helped to create a improving school. The academy has maintained and improved upon its previous performance. There is effective succession planning within the Senior Leadership Team and an established second tier of leadership and management confident in its roles and responsibilities. The SLT is very ambitious and is continually pressing forward with school improvement built around its secure evaluation of the academy's performance.

There is a well-balanced School Improvement Plan showing that the academy has focused priorities for each year supported by subject plans and other aspects within the academy.



APPLICATION PROCESS

Vice Principal

Key Dates:

School tours available on:	On request, please telephone Karen Cope on 01538 493900 to arrange.
Closing date:	Tuesday 2 nd May 2017 at 3.30pm
Shortlisting Date:	Thursday 4 th May 2017
Interview Date:	Tuesday 9 th May 2017 and Wednesday 10 th May 2017
Start date:	September 1 st 2017

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

Your application should be emailed for the attention of Karen Cope to: recruitment@theheadleacademy.co.uk

or post it to:

Karen Cope
Personal Assistant
The Cheadle Academy
Station Road
Cheadle
Stoke-on-Trent
Staffordshire
ST10 1LH

For further enquiries, please contact the school on 01538 493900

We look forward to receiving your application.

JOB SPECIFICATION

SALARY: Leadership Spine L14 – L18

1.0 **JOB TITLE:** Vice Principal – Pastoral

2.0 **JOB PURPOSE:**

To assist the Principal and Leadership Group: to plan, lead, develop, and evaluate the work of the school and to enhance the quality of teaching and learning and students guidance across the school through curriculum, pastoral and assessment development.

To lead on the management of pastoral provision ensuring a supportive and inclusive environment within the academy.

To promote and co-ordinate strategies to motivate staff and students in raising attainment.

To contribute to whole school self-evaluation and improvement.

3.0 **LINE MANAGEMENT**

Responsible to: Principal

Responsible for: House Leaders; Behaviour Support Team and External Agencies.

Liaison with: All members of the Senior Leadership Team; Admin; External Agencies

4.0 **CORE RESPONSIBILITIES:**

Strategic Direction

4.1 To work with the Principal to develop a strategic view for The Cheadle Academy.

4.2 To assist the Principal in the preparation, implementation and monitoring of The Cheadle Academy's Improvement Plan.

Teaching and Learning

4.3 To support the Principal in securing and sustaining effective teaching and learning, monitoring and evaluating the quality of teaching and standards or student's achievement and using benchmarks and setting targets for improvement.

4.4 To support the implementation of policy and procedures for the good order, discipline and pastoral care of students.

4.5 To ensure that all students and staff fulfil their potential by encouraging high expectations within the academy.

4.6 To work with the House Leaders and Inclusion Team to ensure DFE targets and initiatives are implemented.

4.7 To be responsible for the development and management of staff in the areas of care and guidance along with the development of Independent Learning Plans.

4.8 To prepare and review regularly the school's teaching and learning and student guidance policies with regard to curriculum and pastoral provision ensuring aims and objectives are in line with the general aims of the academy DFE directives.

4.9 To ensure that appropriate programmes of pastoral guidance are developed and revised in co-operation with the House Leaders and Inclusion Team.

4.10 To keep abreast of current developments within teaching and learning, student guidance, learning support development and assessment.

Leading and Managing Staff

- 4.11 To assist the Principal and Governors in the selection and appointment of staff.
- 4.12 To contribute to a programme of staff development for all members of staff, ensuring that suitable INSET takes place in aspects relating to Pastoral Care & Guidance.
- 4.13 To be responsible for drawing up all duty rotas and circulating this information to appropriate staff.
- 4.14 To take part in professional reviews, lesson observation schemes and Performance Management schemes within the academy.
- 4.15 To develop and maintain the ethos of the academy and to nurture the caring relationship between staff, parents and children.
- 4.16 To undertake such duties as the Principal or Governors of the school request.

Efficient and Effective Deployment of Staff and Resources

- 4.17 To obtain, manage, allocate and monitor the use of resources and funding streams.
- 4.18 To take all reasonable steps to ensure that Health and Safety requirements are observed in curriculum activities, both on the school premises and elsewhere.

Community and Stakeholders

- 4.19 To establish and maintain positive professional relationships with the Governing Body and to service the Governors Pastoral, Progress and Curriculum committee.
- 4.20 To support the Leadership Group in developing and maintaining effective links with the community and local secondary schools.

Absence of the Principal

- 4.21 To deputise in the absence of the Principal

The Cheadle Academy – Vice Principal – Pastoral Person Specification

Personal Qualities, Qualification and Experience		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Honours degree or equivalent	✓		✓		
2	Qualified Teacher status	✓		✓		
3	Relevant Higher degree or equivalent		✓	✓		
4	NPQH (or working towards NPQH)		✓	✓		
5	Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning		✓	✓		
Professional Experience and Knowledge						
1	Substantial, successful teaching experience	✓		✓	✓	✓
2	At least 3 years successful recent strategic leadership experience likely to have been gained as a Assistant Head teacher/Senior Teacher	✓		✓	✓	✓
3	Successful experience of raising standards for all with measurable outcomes	✓		✓	✓	✓
4	Proven track record of managing aspects of successful school self-evaluation and accountability and the school improvement process	✓		✓	✓	✓
5	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	✓		✓	✓	
6	Experience of working in collaboration and/or partnership with, internal and external stakeholders	✓		✓	✓	
7	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues.	✓		✓	✓	
8	An understanding of effective strategic financial and resource management to achieve educational policies and ensure value for money	✓		✓	✓	
9	Evidence of highly developed skills in performance management, recognising high performance, tackling underperformance through resolution and supporting continuous professional development of colleagues	✓		✓	✓	✓
10	In-depth knowledge and experience of Child Protection, Safer Recruitment and safeguarding procedures	✓		✓		
11	A commitment to and evidence of promoting diversity and equal opportunities within the academy, curriculum and employment practice	✓		✓		

Leading Teaching and Learning						
1	A proven track record in ensuring the highest possible standards in teaching and learning	✓		✓	✓	✓
2	Sustained experience of managing, monitoring and evaluating student progress, and of translating the information into assessment for learning and effective intervention strategies	✓		✓	✓	✓
3	Successful experience of positive behaviour management and developing a student focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding	✓		✓	✓	
4	Successful experience of curriculum development		✓	✓	✓	
5	Successful involvement in staff recruitment appointment and induction	✓	✓	✓	✓	
Personal Qualities						
1	Is committed to putting continuous improvement and student outcomes at the core aspects of leadership and management	✓		✓	✓	
2	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and ethos of the academy	✓			✓	✓
3	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	✓			✓	✓
4	Is able to manage, inspire, encourage and empower staff	✓			✓	
5	Is able to manage the academy efficiently and effectively on a day by day basis whilst maintaining a good work life balance	✓			✓	✓
6	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for students' learning and attainment	✓		✓	✓	✓
7	Willingness and commitment to work collaboratively with the leadership team, governors and the school community to drive academy improvement.	✓			✓	



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