

ATLAS ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

ASSISTANT PRINCIPAL

CANDIDATE PACK



GIFTED

RESILIENT

ENGAGED

ASPIRATIONAL

TOGETHER

Open Letter from our Principal

Dear Candidate,

Thank you for your interest in the post at our Academy.

Atlas Academy is a 3-11 Academy; we sit in central Doncaster and joined Astrea Academy Trust in November 2017. We have a committed team that are dedicated to school improvement and strive for the best outcomes for all learners. We provide a warm and friendly ethos and serve a diverse community. The Academy is seeking to attract a talented, knowledgeable, and committed Teaching Assistant. The successful candidate will have the opportunity to work in a vibrant, professional learning community that seeks excellence and be a key part of our next chapter in our journey.

Atlas Academy is on a drive to rapidly improve, we place emphasis on high aspiration and consistently excellent teaching. Our children work extremely hard. All staff are committed to providing the very best education for all children. We strive to ensure the teaching and learning at Atlas is inspirational. We have clear, shared goals to develop well-balanced individuals. Teamwork is a strong part of our ethos, with a culture of continual improvement in all that we do; we seek to continue our journey to be the best that we can be; inspiring beyond measure.

Astrea Academies Trust is an inspirational academies network that aims to give children and young people from all backgrounds an education that will transform their lives. Membership of the Astrea Academies Trust provides enhanced CPD opportunities for staff. As part of the Astrea family, Academies retain autonomy whilst ensuring a strong ethos of support and collaboration across the Trust.

We are seeking to recruit those who share our moral purpose and are seeking to continually develop their skills to ensure excellence.

I look forward to showing you around our Academy and answering any questions you may have.

Please visit our website for further details on our vibrant and diverse [school](#)

Peter Sturgess
Principal at Atlas Academy

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We can offer you:

Enthusiastic and caring children who are keen to learn.

An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.

An opportunity to make a difference to the lives of the young people and families in Doncaster.

Commitment to your continuing professional learning and career development.

A hardworking team who are committed to promoting high achievement across the curriculum and school .

A good humoured, industrious, highly skilled and enthusiastic staff team.

Supportive and effective leadership.

Access to the Teacher's Pension Scheme and our Employee Assistant Programme.

Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.

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Job Description

JOB TITLE:
Assistant Principal

REPORTING TO:
Principal

SALARY RANGE:
Leadership Pay Scale 3 – 7
(£50,562 - £55,910)

CONTRACT TYPE:
Permanent

WORKING PATTERN:
32.5 hours, 52 weeks

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Role Description

Purpose

Working with the Principal and Senior Leadership Team to provide leadership for the academy which secures its successes and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with Trust requirements.

Key Accountabilities

- The effective implementation and embedding of the agreed Astrea vision, principles and policies within the academy.
- In partnership with the Principal and the rest of the leadership team, ensure the safeguarding of all pupils, and that the safety and well-being of pupils and staff is promoted and maintained at all times
- To support colleagues in the development and improvement of the academy, to achieve high standards of behaviour and attainment

Main Duties and Responsibilities

Learning and Teaching

- Lead curriculum areas/groups as needed .
- Working with the Principal to set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes .
- Instructional coaching of Teachers to ensure high standards in education.
- Establish creative, effective approaches to learning and teaching.
- Ensure a culture that supports and facilitates pupil engagement in their own learning.
- Monitor, evaluate and review classroom and assessment practices and improvement strategies.
- Support behaviour and uphold the academy’s behaviour policies.
- Carry out Performance Management for teachers, alongside the rest of SLT.
- Ensure the academy achieves its performance targets.
- Secure the commitment of parents and the wider community to the vision and direction of the academy and the Trust.

Shaping the Future

- Create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders
- Translate the vision into clear objectives that promote and sustain school improvements
- Inspire stakeholders to create a strong and shared culture of learning

Managing the Organisation

- Ensuring the school and its resources are organised and managed to provide an efficient, effective and safe learning environment
- Deputise for the Principal as necessary
- Undertake any professional duties of the Principal, as delegated, or in the event of their absence from school
- Performance management
- Using data to track pupil progress and development

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Person Specification

Experience

- Developed and maintained effective line management relationships
- Supported and coached different members of staff to improve their own performance
- Worked closely with SEND colleagues to improve the academic outcomes of SEND pupils
- Worked with a variety of stakeholders
- Evidence of an ability to plan strategically
- Understand and can demonstrate how you have developed departmental teams to improve aspects of the quality of education
- Track record of teaching across primary age range with evidence of Good/Outstanding practice

Education and Qualification

- Qualified Teacher Status
- Further academic qualifications or management training
- Experience of leading a team, performance management/mentoring and developing others

Skills and Knowledge

Ability to develop an outstanding Culture for Learning and relationships within the classroom

- Excellent interpersonal and communication skills including the ability to relate well to all with emotional intelligence, tact and diplomacy
- Good literacy, communication, IT, administrative and organisational skills
- Ability to work strategically, shaping the future and securing the learning outcomes of the vision
- Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines
- Desire and capacity to develop others including to support and challenge under performance
- Ability to evaluate and moderate the quality of learning and teaching within and across faculties
- Ability to produce reports and present information accurately, clearly and concisely to all stakeholders
- Ability to work strategically securing positive outcomes for our students
- Experience of leading a team, performance management/appraisal, mentoring and developing others
- Empathy and an ability to understand why others act in the way they do
- Resilience in the face of challenges

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.



Leaders have created a truly inclusive school. Pupils say that they are 'united through diversity'. They know the importance of being respectful to each other. Pupils feel safe at school. Teachers are kind and take the time to speak to them if pupils are worried. (Ofsted, 2022)

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