

ASSISTANT PRINCIPAL CANDIDATE BRIEFING PACK

SEPTEMBER 2023



WELCOME FROM THE CEO OF ACTIVATE LEARNING EDUCATION TRUST

Since opening in September 2013, UTC Reading made a fantastic start to its journey, bringing high quality technical education to the area, whilst setting high academic standards for all students. The school was the first outstanding UTC in the country (May 2015) and although the more recent inspection (February 2023) was deeply disappointing, the Trust has worked to secure considerable support to restore the UTC back to its position as a top performing UTC.



You will be joining Activate Learning Education Trust and UTC Reading as an Assistant Principal, working with the Senior Leadership Team, at a crucial time when you can make your mark as a strong and aspiring leader at the UTC and in the wider Trust.

The UTC will see a drop in student numbers and the next stage of the journey is to make rapid and sustainable improvement which raises the profile of the UTC and therefore becomes oversubscribed again.

The Trust is made up of six schools, two comprehensive schools and four UTCs, we work collaboratively and as an Assistant Principal you will not only work with your own school-based team, but will be supported by a strong central team.

During the current period of the Trust strategic plan (2020-2025), we will be working with our talented and dedicated staff body to become the employer of choice; this will see high retention and strong recruitment across all schools, thus providing our students with the best education provision, where we develop their skills, attributes and ability to learn for life.

We will also look back from 2025 and recognise our Trust as leading the way in developing our students, through working with a growing number of employer partners to provide our students with the skills and attributes required for successful future careers and life.

During this time, we will see our Trust move into becoming a more outward facing organisation within our communities, education sector and employer partners.

Everything we do aims to Transform Lives Through Learning. Our Trust thinks differently by focusing on preparation for successful lives and careers; we just happen to deliver qualifications. Want to join us?

If you would relish this challenge and appreciate the invitation to become a key member of a successful, forward-thinking MAT, we would very much welcome your application.

Joanne Harper
CEO, Activate Learning Education Trust

If you would like to visit the school or if there are questions that the pack does not answer for you, we will happily answer them. Please contact sarah.dawson@alet.org.uk.

ASSISTANT PRINCIPAL

Location: UTC Reading, Crescent Road, Reading, RG1 5RQ

Salary: competitive based on experience

This is an exciting leadership position for a candidate that has a passion for education with an industry focus. We are looking to welcome a colleague to join our leadership team who has aspiration and a can-do attitude.

UTC Reading is part of the Activate Learning Education Trust consisting of six secondary schools. As a University Technical College (UTC), our specialisms are Engineering and Computer Science. We pride ourselves in equipping our students with the skills needed for their future careers and lives.

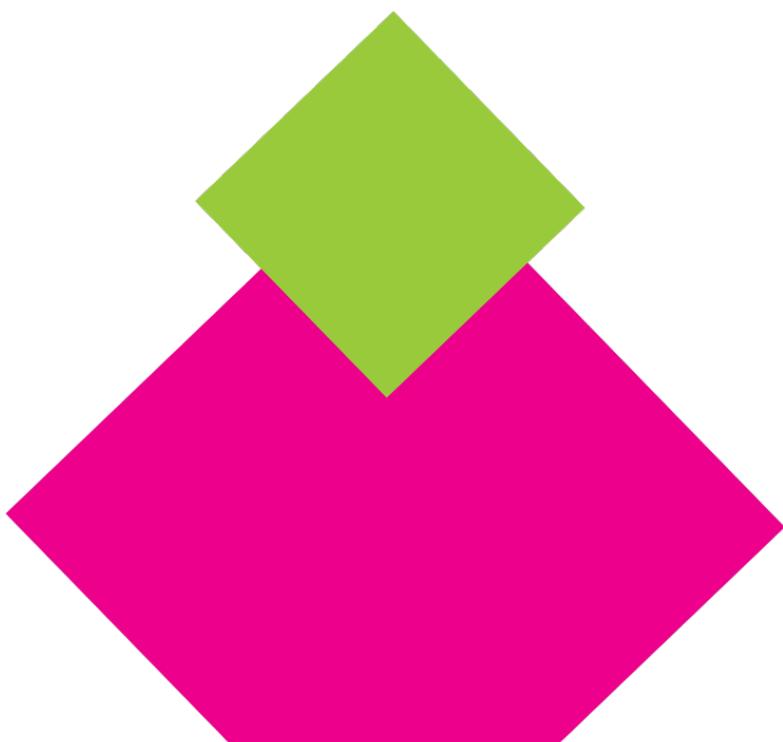
There is an opportunity for potential candidates to visit the school and meet Wayne Edwards, Executive Principal, and/or to speak to Joanne Harper, CEO, regarding the Trust. Please contact Sarah Dawson on Sarah.dawson@alet.org.uk or on 0118 214 0152 to arrange a visit to the school and conversation with Wayne or a video call with Joanne.

For more information visit: <https://www.utcreading.co.uk/> and <http://www.alet.org.uk/>

Closing date for applications is: 3pm Thursday 12th October

Interviews will take place on: 18th and 19th October 2023

As an Activate Learning Education Trust school we are committed to safeguarding and promoting the welfare of children and young people. Any post within the Trust is subject to an enhanced Disclosure and Barring Service check.



WELCOME FROM THE PRINCIPAL OF UTC READING

Thank you for your interest in the post of Assistant Principal at UTC Reading.

This is an exciting leadership position for a candidate that has a passion for education with an industrial focus. We are looking to welcome a colleague to join our leadership team who has aspiration and a can-do attitude.

Our UTC ensures that every student can flourish academically and personally in an aspirational and supportive environment. Students are enthusiastic about learning. They make good progress as they journey through our school. Our students benefit from a curriculum with Computer Science and Engineering excellence at its core. This develops employability skills and deepens their understanding, opening doors to future successes. Students are empowered to think and act confidently and with professionalism which allows them to compete to be the candidate of choice in the world renowned, local companies' workforce. Students work independently to master their subjects and apply their knowledge.

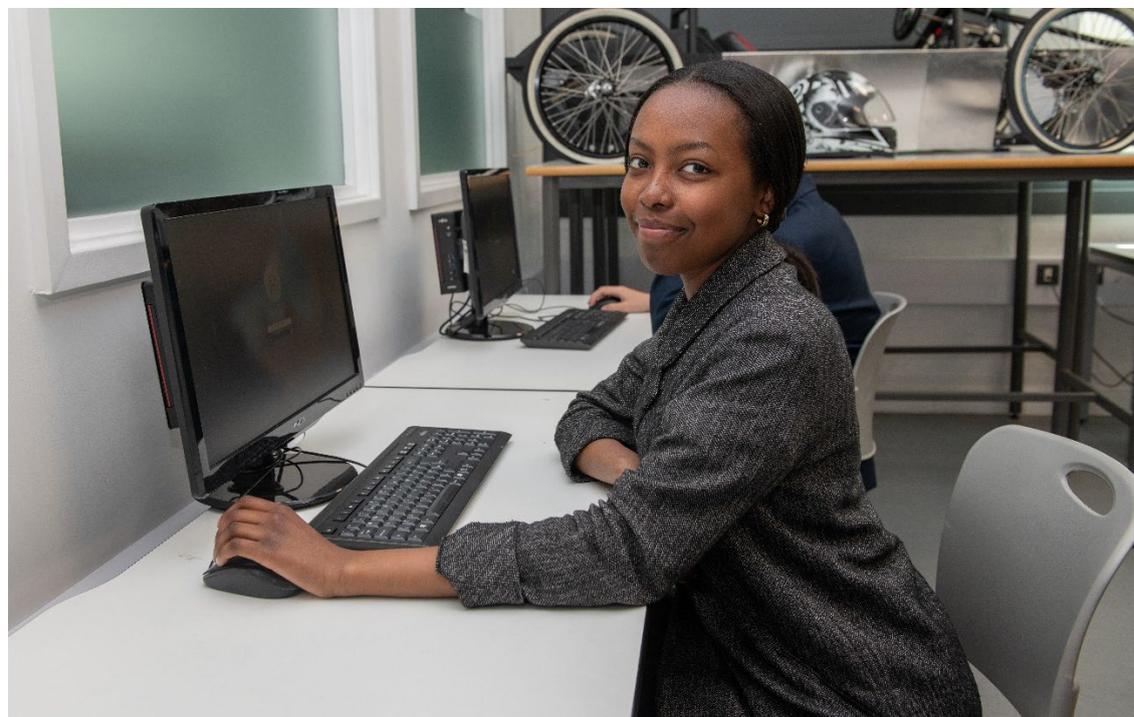


Student and staff well-being is at the heart of our work. A focus on professional development, including employability skills, enables students and staff to achieve personal growth in their aspirational career pathways. Our students are the sustainable talent behind the rapidly expanding, innovative industries of the world.

Appropriate technologies, which reflect the tools of the workplace, are used creatively and intelligently to enrich learning and work in partnership to connect parents, students, employers and teachers. We look to ensure that UTC Reading is the establishment of choice for STEM students and professionals transforming lives through learning.

If you are ambitious and an aspirational school leader looking for a role to improve a school which provides opportunity for growth and collaboration, then we look forward to receiving your application.

Wayne Edwards
Executive Principal UTC Reading



ACTIVATE LEARNING EDUCATION TRUST

WHO ARE WE

Activate Learning Education Trust (ALET) is a Multi-Academy Trust (MAT) established by Activate Learning in 2015. We transform lives through learning by providing exciting and innovative education for young people by looking at how we learn as well as what we learn.

Activate Learning is the sponsor for Activate Learning Education Trust, which is run with the support of a number of industry and academic partners.

OUR VISION

“TRANSFORMING LIVES
THROUGH LEARNING”

OUR MISSION

To 'transform lives through learning' by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through Our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive and become independent learners.

OUR VALUES

EMPOWERMENT

ENTERPRISE

CONNECTEDNESS

TRANSFORMATION



OUR LEARNING PHILOSOPHY AND ATTRIBUTES

Our award-winning Learning Philosophy shapes our approach to teaching and learning. It recognises three essential elements to effective learning and helps us ensure our educational experience really supports and challenges students. It guides how lessons are planned and delivered, how real-world examples are blended with theory, and the independent but supportive environment in which they can thrive. The sweet spot for learning is where these all come together.

Brain

Our brain connects neurons to make networks. These networks strengthen and work faster through repeated use. We believe in hard work and recognise the value in working through our failures so that we are constantly learning and improving.

Motivation

We need to motivate ourselves in order to do the practice that strengthens the networks in our brains. By repeatedly demonstrating the relevance and impact of newly learnt skills and knowledge, we maintain our students' motivation.

Emotions

Our emotional response to studying has a massive influence on how we learn. The more positive our learners' emotional response to studying is, the more likely they are to engage with and remember what they're learning.



OUR ATTRIBUTES

We have developed, in collaboration with our employer partners and our Sponsor, Activate Learning, five key attributes that we support and challenge students to develop during their time with us. These are embedded within our curriculum, our approach to Teaching and Learning, and our pastoral and extra curricular programmes.

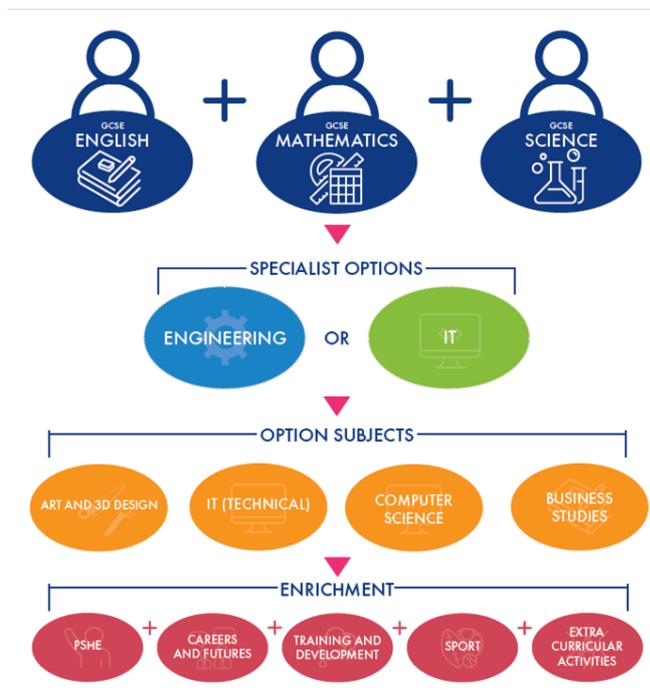


CURRICULUM

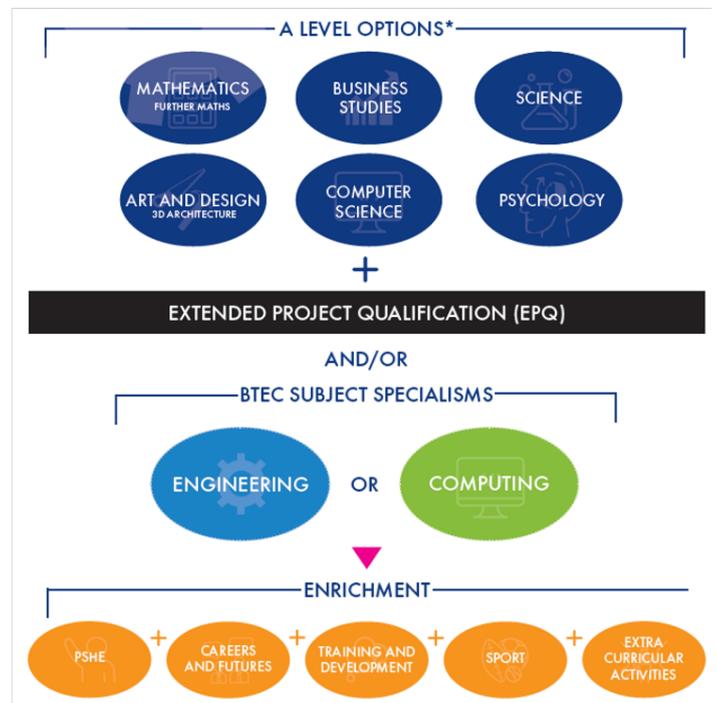
UTC Reading specialises in computer science and engineering, alongside a rich yet focused curriculum. The aim is to become a world-class centre of excellence in computer science and engineering education for students in years 10 – 13 who are committed to succeed in these areas.

All specialisms are designed to enhance skills and knowledge, as well as to increase the opportunity for success in the core subjects, GCSEs, A Levels and BTEC qualifications. Specialist study will provide a valuable differentiator for students when they are applying for higher education or employment.

OUR CURRICULUM YEAR 10 AND YEAR 11



OUR CURRICULUM YEAR 12 AND YEAR 13



ETHOS

UTC Reading exists to create unique opportunities for young people to gain unbeatable experience and professional qualifications, so that they can access rewarding jobs in the Computer Science and Engineering sectors.

Reading's young people will be the sustainable talent behind these thriving and rapidly expanding industries.

- We will develop mature, talented, confident and enthusiastic students, who progress successfully
- We will ensure our students have the experience of the world of work and

know what they need to do to be successful in their future

- We employ staff who are passionate and knowledgeable about the industry and teaching, and who want to share with our students their passion for achievements
- We will work actively with parents and students to plan each individual student's success
- We will provide an enjoyable but challenging experience that develops resilient and confident learners, with the knowledge, skills and attitudes they need to succeed



ROLES AND RESPONSIBILITIES: ASSISTANT PRINCIPAL

*the role will either be responsible for behaviour and safeguarding or Teaching and Learning depending upon the skill set of the successful candidate

Core Purpose - Assistant Principal Behaviour and Safeguarding

The post holder will be a member of the Senior Leadership Team of the UTC and will take the lead in ensuring Behaviour and Safeguarding is exemplary.

As a member of the Senior Leadership Team, you will work closely with the Head of School and to develop a world class learning environment, this will involve being flexible and adapting to the priorities as we identify them on a day by day, week by week, year by year basis.

Core Purpose - Assistant Principal Teaching and Learning

The post holder will be a member of the Senior Leadership Team of the UTC and will take the lead in ensuring teaching and learning is exemplary.

Working under the direction of the Head of School, will aim to improve the outcomes and academic progress of all students through the continuous development of the quality of teaching and learning within school. This role is pivotal in maintaining high standards and expectations for the academic progress of all students.

Common roles of all members of the UTC Leadership Team:

As Assistant Principal

- To be imaginative, innovative and visionary in developing school systems, strategies, policies and practices to support learning, teaching, opportunity and achievement and the enjoyment of education.
- To act as a member of the Leadership Team, sharing and promoting the aims, culture, ethos and vision of the school and the Trust and to share whole-school responsibilities with Leadership Team colleagues, as agreed with the Head of School.
- To conduct liaison meetings with the appropriate Link Governors
- Produce reports for the Local Governing Committee and the Trust, as required.
- Represent UTC Reading at Trust Level meetings, as required.
- To carry out other duties as reasonably requested by the Head of School.

Leadership Vision and Values

- Assist the Head of School in translating the vision of the UTC into agreed objectives and operational plans.
- Take lead responsibility for policy development and implementation in agreed specified areas.
- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the UTC.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- Assist the Head of School to develop a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the UTC where well-being and respect are at the heart of the

UTC and each student is valued and nurtured to develop personally and educationally.

- Ensure the effective operation of UTC self-evaluation systems as appropriate and produce reports as required.

Leading and Managing Others and Self

- Take responsibility for the day-to-day line management of designated staff.
- Support the Head of School in the recruitment, deployment, motivation, development and performance management of staff, making the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Encourage all staff to be continually active in their personal and continuous professional development.
- Lead groups of staff in developmental activities and evaluate outcomes.
- Actively engage in the performance review process.
- Work within the UTC's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to UTC policies and procedures.

Other professional requirements

- Operate at all times within the stated policies and practices of ALET and UTCR
- Fully participate in the UTC enrichment programme.
- Maintain a current understanding of curriculum innovation and policy.
- Adhere to all UTC rotas with regards to supervision of the students on site.

Ethics and professional conduct:

You are expected to demonstrate consistently high standards of principles and professional conduct.

You are expected to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

You will uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, you will:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As a leader in our school community and profession, you:

- serve in the best interests of the school's pupils
- conduct yourself in a manner compatible with your influential position in society by behaving ethically, fulfilling your professional responsibilities and modelling the behaviour of a good citizen
- uphold your obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out your professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Person Specification

QUALIFICATIONS	Essential (E) or Desirable (D)
<i>QTS and relevant degree</i>	<i>E</i>
<i>Relevant further degree, further relevant professional studies</i>	<i>D</i>
<i>Relevant Professional body membership</i>	<i>D</i>
EXPERIENCE	
<i>An excellent teacher who has a track record of producing excellent results for students</i>	<i>E</i>
<i>A track record of raising standards with students of all abilities in a challenging environment</i>	<i>E</i>
<i>Demonstrable use of innovative approaches to development of teaching and learning</i>	<i>E</i>
<i>Relevant curriculum development and development of monitoring and evaluation strategies</i>	<i>E</i>
<i>Pastoral and disciplinary responsibilities for students</i>	<i>E</i>
<i>Leadership on quality improvement</i>	<i>E</i>
<i>Relevant Safeguarding experience and liaison with external agencies</i>	<i>E</i>
<i>Successful leadership and management experience</i>	<i>D</i>
<i>Successful partnership working with other schools, agencies and stakeholders</i>	<i>D</i>
KNOWLEDGE, SKILLS AND UNDERSTANDING	
<i>Thorough knowledge and understanding of current curriculum developments</i>	<i>E</i>
<i>Understanding of the principles of and demonstrable ability to apply school improvement school effectiveness techniques</i>	<i>D</i>
<i>The ability to analyse and interpret student performance data and set challenging and realistic targets</i>	<i>E</i>
<i>Ability to create an ethos and structure that allows staff to manage behaviour and which enables all students to achieve their potential</i>	<i>E</i>
<i>A comprehensive understanding of the KCSIE agenda</i>	<i>E</i>
<i>Ability to work effectively as part of the Leadership Team including with governors, staff, students and parents</i>	<i>E</i>
<i>Ability to challenge self, staff and students to develop new outcomes through an entrepreneurial attitude</i>	<i>E</i>
<i>Understanding of students' issues relating to transitioning schools at 14</i>	<i>D</i>
<i>The ability to form relationships with feeder schools and appropriate external agencies</i>	<i>D</i>
<i>Track record of regional partnership working</i>	<i>D</i>
<i>Knowledge and understanding of principles and practices of performance management</i>	<i>D</i>
<i>Ability to work effectively with members of local industry and the community</i>	<i>D</i>
Other Requirements	
<i>Ability to work under pressure; resilient</i>	<i>E</i>

<i>Good communications and ambassadorial skills</i>	<i>E</i>
<i>Ability to prioritise</i>	<i>E</i>
<i>A 'can do' attitude</i>	<i>E</i>
<i>Must be able to maintain the right work/life balance</i>	<i>E</i>
<i>A strong commitment to your personal development. The necessary aspiration and ambition to reach the next stage in your professional career</i>	<i>E</i>

PROFESSIONAL AND PERSONAL ATTRIBUTES

<i>Demonstrable knowledge and understanding of, and commitment to, equality of opportunity and inclusive education</i>	<i>D</i>
<i>Knowledge of appropriate national standards</i>	<i>E</i>
<i>Ability to integrate equality policies into service delivery and employment practices</i>	<i>E</i>
<i>Understanding of multicultural issues in the context of the secondary school</i>	<i>D</i>

