

**Recruitment Pack**  
**Assistant Principal**  
**April 2022**



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## Mission Statement

**EVERY CHILD, EVERY CHANCE, EVERY DAY**

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively.

Once wasted, it is gone forever and cannot be given back

### Our Vision

*At Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!*

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all. All our academies are inclusive schools. They seek out and respond to the views of pupils and the wider community. At certain times, there may be difficulties in lives outside of the academy that may cause barriers to learning, including challenges to well-being. Our academies will foster a culture of support, working with a range of agencies to ensure that everyone can reach their full-potential.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

**Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.**

## Our Values

**INSPIRE** - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

**INCLUDE** - At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

**INTEGRITY** - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

**EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

## We will achieve our Ambition by ensuring:

- Excellence in learning where our pupils are enabled to be creative thinkers and turn their ideas into actions;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Our Learning curriculum and values are interleaved through all our priorities in order to develop life-long skills which develop our pupils into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our academies to focus on achieving excellent outcomes.

## POWER TO CREATE

### Outstanding Professionals:

- Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others;

### Innovative Systems Enabling Creative Schools

- Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

### Strong Partnership and Communities

- Working closely with our local communities and parents to secure the best outcomes and opportunities for our learners. Creating a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all

## WHICH ENABLES...

### EXCEPTIONAL LEARNERS

Learners who are highly successful with attributes, skills and qualifications for a fulfilling life. They have a high quality school experience and enjoy an abundance of opportunities.



## About our Academies

Edlington Victoria Academy and Hill Top Academy are both large primary academies in the village of Edlington, Doncaster, for pupils of nursery age through to Year 6. Edlington Victoria has 281 pupils on roll, and was judged as 'good' during its last Ofsted inspection in July 2016. Hill Top was judged 'outstanding' in November 2011. It is a National Support School and the CEO is a National Leader of Education. Hill Top currently has 398 pupils on roll. Carr Lodge Academy in Balby, a newly-built school in 2015, will offer 420 places to primary pupils and secured a 'good' judgement in January 2019. Exceed Learning Partnership welcomed Sandringham Primary School to our Trust in December 2018; a large primary in Intake with 431 pupils on roll. This academy has a 'good' inspection judgement, secured in June 2018. Hatfield Sheep Dip Lane Primary joined the Trust in April 2020. It currently has 276 pupils and serves the Hatfield/Dunsville community. It currently has a judgement of 'requires improvement.' In its last inspection. All our pupils come from a range of social and cultural backgrounds and the academies have a very strong community ethos which influences all aspects of academy life.

The academies have dedicated senior leaders who support the work of the CEO / Executive Principal in leading and managing improvement, under the guidance of a dedicated Board of Directors and Local Governing Boards. The academies also have a large number of support staff to enhance learning

opportunities, including HLTAs and experienced Teaching Assistants. The academies are fully committed to the inclusion of all pupils and to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards and meet the core offer of extended services.



## Letter from the Principal

Dear Applicant,

Thank you for your interest in the position of Assistant Principal at Sandringham Primary School.

We are a primary academy and have 435 pupils on roll. Our age range is 3-11 years inclusive.

At Sandringham Primary School we strive to appoint highly motivated individuals who can take the academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing development, providing whole school strategic leadership.

We foster a positive climate and strive for all staff to enjoy a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development. As part of Exceed, we will provide opportunities for you to collaborate with outstanding schools and leaders, ensuring your professional growth so that you can be the best leader possible and so that we move forward in our development.

I strongly encourage you to reach out and make an appointment to visit us, either in person or virtually, so that we can discuss this unique opportunity. I look forward to receiving your application.

Mr Chris Metcalfe  
Principal

# Job Description and Person Specification

## Assistant Principal



# JOB DESCRIPTION

Exceed Learning Partnership (ELP) is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community-learning, and work with local authorities, employers and high-performing educational institutions.

**JOB TITLE:** Assistant Principal

**GRADE:** Leadership Pay Spine L3-L7

**RESPONSIBLE TO:** CEO and Principal

**JOB PURPOSE:** To play a major role under the direction of the Principal in formulating the aims and objectives of the academy, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the academy and monitor progress towards their achievement.

## KEY RESPONSIBILITIES

The Assistant Principal will have delegated responsibilities which are both academy and Trust-wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Principal.

|  |
|--|
| <b>1. Core Purpose and Accountability</b>  |
| <ol style="list-style-type: none"><li>1.1. To play a major role under the direction of the CEO &amp; Principal in formulating the aims and objectives of the academy, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the academy and monitor progress towards their achievement.</li><li>1.2. Undertake the professional duties of the Assistant Principal reasonably delegated to you by the Principal.</li><li>1.3. In partnership with the Principal and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the academy.</li><li>1.4. To provide professional leadership and management of Academy Improvement Plan priorities.</li></ol> |
| <b>2. Generic/Teachers</b>   |
| <ol style="list-style-type: none"><li>2.1. You are to carry out the duties of an academy teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Principal and the accountabilities expected of class teachers in the academy.</li><li>2.2. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.</li><li>2.3. All staff are expected to uphold the academy's principles and policies which underpin good practice</li></ol>   |

and the raising of standards, and are expected to uphold and promote the academy's aims and values.

- 2.4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the academy.
- 2.5. All staff will take an active role in the Academy Self Evaluation process. As Assistant Principal you will be expected to lead a team through the Academy Self Evaluation process.
- 2.6. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

### 3. Performance Appraisal

- 3.1. To undertake annual Performance Appraisal, setting and agreeing targets linked to academy development plan priorities with the Principal.
- 3.2. To be an appraiser for other members of staff. Planning out targets against the Academy Improvement Plan, identifying CPD opportunities, coaching and mentoring and monitoring performance.
- 3.3. Undertaking a mid-term and annual review of performance appraisal targets.
- 3.4. Making recommendations to the Principal and Governors on Teacher Performance.

### 4. Impact on educational progress beyond your own assigned pupils:

Support the Principal in:

- 4.1. Ensuring the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all stakeholders.
- 4.2. Demonstrating the vision and values of the academy in everyday work and practice.
- 4.3. Motivating and working with others to create a shared culture and positive climate.
- 4.4. Assist the Principal in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of academy provision, consistent with the procedures in the academy self-evaluation policy.
- 4.5. Create costed development plans which contribute positively to the achievement of the Academy Improvement Plan and which actively involves all staff in its design and execution.
- 4.6. Develop and implement policies and practices for the subject & Development/area(s) which reflects the academy's commitment to high achievement and is consistent with national and local strategies and policies.
- 4.7. Promote high expectations of attainment.
- 4.8. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility.
- 4.9. Monitor the progress made in achieving subject / Development /area plans and targets, and evaluate the effect on teaching and learning.
- 4.10. Work with outside agencies and stakeholders to inform future action.

### 5. Leading Learning and Teaching, developing and enhancing the teaching practice of others:

- 5.1. Work with the Principal to raise the quality of teaching and learning and pupils' achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- 5.2. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance appraisal objectives resulting in a tangible impact on the learning of pupils.
- 5.3. Develop whole staff, phase teams and individuals to enhance performance. Undertake coaching and mentoring.
- 5.4. Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
- 5.5. Keep abreast of performance the latest developments in the area and disseminate effectively to other members of staff
  - i. Plan, delegate and evaluate work carried out by team(s) and individuals
  - ii. Create, maintain and enhance effective relationships
  - iii. Recruit and select teaching and support staff

## 6. Securing Accountability

- 6.1. Work with the Principal to ensure the academy's accountability to a wide range of groups, particularly parents, carers, governors, HMI and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole academy community.
- 6.2. Develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- 6.3. Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
- 6.4. Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including governors, parents and carers
- 6.5. Reflect on personal contribution to academy achievements and take account of feedback from others
- 6.6. Agree, monitor and evaluate pupil progress targets to make a measurable contribution.
- 6.7. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key academy learning strategies.
- 6.8. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key academy learning strategies.
- 6.9. Provide guidance on the most appropriate teaching & learning strategies by:
  - Coach and mentor other colleagues.
  - Model and demonstrate effective practice and leadership.
  - Act as a consultant for other staff.
  - Exemplify good practice.
  - Undertake shared planning, team teaching.
- 6.10. Develop and implement systems for recording individual pupils' progress.
- 6.11. Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

## 7. Resource Management

- 7.1. Work with the Principal to provide effective organisation and management of the academy and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- 7.2. Work with the Principal to ensure the academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- 7.3. Oversee and evaluate the subject / Development/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.
- 7.4. Secure and allocate resources to support effective learning and teaching within the subject area(s).
- 7.5. Monitor and control the use of resources and budget according to the academy's agreed financial procedures.

## 8. Developing Self and Working with Others

- 8.1. Work with the Principal to build a professional learning community which enables others to achieve.
- 8.2. Support staff, within your team and within the whole academy, in achieving high standards through effective continuing professional development.
- 8.3. Be committed to your own professional development.
- 8.4. Implement successful performance appraisal processes with allocated team of staff.
- 8.5. Treat people fairly, equitably and with dignity and respect to create and maintain a positive academy culture.
- 8.6. Build a collaborative learning culture within the academy and actively engage with other academies to build effective learning communities
- 8.7. Acknowledge the responsibilities and celebrate the achievements of individuals and teams. Develop and maintain a culture of high expectations for self and others.
- 8.8. Regularly review own practice, set personal targets and take responsibility for own professional development.

## 9. Strengthening Community

- 9.1. Work with the Principal to engage with the internal and external academy community to secure

equity and entitlement.

- 9.2. Work with the Principal to collaborate with other academies and organisations in order to share expertise and bring positive benefits to their own and other academies.
- 9.3. Work with the Principal to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

#### **10. Specific Duties for Assistant Principal**

- 10.1. To provide professional leadership and management of a key area of the Academy Development Plan as agreed, on an annual basis, with the Principal.
- 10.2. To provide professional leadership and management of the Curriculum.
- 10.3. To organise cover on a daily basis for teaching and support staff.
- 10.4. To take an active role in the Academy's Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- 10.5. To lead the Performance Appraisal of a group of teachers.
- 10.6. To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Principal who will give support throughout).

#### **LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE**

- Teaching Staff
- Teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent staff/leaders at appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring of staff.

#### **Safeguarding Procedures:**

It is the responsibility all members of staff to follow the correct safeguarding procedures in the academy.

1. All staff have a duty to attend child protection training every three years.
2. All staff have a duty to read and follow the safeguarding policies in the academy.
3. All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection.

#### **Health & Safety**

1. Be trained in procedures for Health & Safety & First Aid/Paediatric First Aid.
2. To administer first aid as agreed in the procedures within the Policy.
3. To be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

#### **Equal Opportunities**

1. To ensure that all pupils are respected and treated equally at all times.
2. To be aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

#### **Conditions of employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the academy's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be

spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff participate in the academy's performance appraisal scheme

|                             |  |
|-----------------------------|--|
| Signed Principal:           |  |
| Signed Assistant Principal: |  |
| Date:                       |  |

# PERSON SPECIFICATION

This personal specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the personal specification. You should refer to these requirements when completing your application.

| Description  | Shortlisting |
|--|--------------|
| <b>Professional Qualifications</b>   |              |
| 1. Qualified Teacher Status  | E            |
| 2. First Degree or Equivalent  | E            |
| 3. Evidence of further professional development  | E            |
| <b>Knowledge &amp; Understanding</b>   |              |
| 4. Substantial primary teaching experience   | E            |
| 5. Experience of whole-school curriculum management leading to school improvement  | E            |
| 6. Excellent classroom practitioner  | E            |
| 7. A strong commitment to inclusion with high expectations for all learners  | E            |
| 8. Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the school | E            |
| 9. Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement   | E            |
| 10. Good understanding and use of assessment, including target setting and tracking  | E            |
| 11. Understanding of effective techniques and policies for behaviour management  | E            |
| 12. Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes  | E            |
| 13. A good understanding of the requirements of transition between key stages  | D            |
| <b>Leadership and Management</b>   |              |
| 14. Senior leadership and management experience  | E            |
| 15. A good understanding of whole school issues  | E            |
| 16. Experience of planning for change, development and improvement   | E            |
| 17. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community   | E            |
| 18. Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this  | E            |
| 19. Ability to analyse, prioritise and meet deadlines  | E            |
| 20. Experience of conducting staff induction, mentoring and performance management   | E            |
| 21. Experience of whole school self-review and evaluation  | E            |
| 22. Knowledge of the role of Governors   | D            |
| 23. Able to demonstrate leadership qualities and people management skills  | E            |
| 24. Able to motivate, promote good relationships and effectively communicate with all stakeholders   | E            |
| 25. Experience of having led whole school initiatives  | E            |
| 26. Commitment to supporting community/external agencies involvement in school   | E            |
| 27. Commitment to safeguarding and promoting the welfare of children   | E            |
| <b>Personal Qualities</b>  |              |
| 28. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges   | E            |
| 29. Approachable, caring and empathetic  | E            |
| 30. Works well as part of a team   | E            |
| 31. Flexible, listens and is prepared to seek advice and support   | E            |
| 32. Demonstrates a concern for the pastoral & spiritual welfare of all in the school   | E            |
| 33. Committed to continuing professional development for self and others   | E            |
| 34. Committed to active parental involvement   | E            |
| 35. Able to deal sensitively with people and resolve conflict  | E            |
| 36. Commitment to making learning fun  | E            |

