

ASSISTANT PRINCIPAL with responsibility for Maths



L5 – L10: £52, 074 to £58,959 pa
Permanent

CANDIDATE
INFORMATION PACK



ACHIEVEMENT, STUDENTS & LEADERS MATTER

Tel: 0191 214 2201

www.northernleaderstrust.org

Registered Office Address: Kenton School, Drayton Road, Newcastle Upon Tyne, NE3 3RU



INTRODUCTION

From the Principal

Dear Applicant

Thank you for your interest in working for Studio West.

Studio West is an exciting studio school, which opened in September 2014. As part of Northern Leaders Trust, Studio West caters for around 550 students aged between 11 and 19 with student numbers increasing year on year. We are expected to reach 650 at full capacity. Rated “Good” by Ofsted, Studio West offers students an innovative and bespoke curriculum with an emphasis on employability and life skills. We have close working relationships with our business partners and our mission is to make sure that every student who leaves Studio West, does so with a university place, an apprenticeship or employment.

The ethos of Studio West is enshrined in ‘Learning that connects.’ The principle that learning must constantly connect school with the real world is at the very core of everything we do. The Create framework runs through the veins of our curriculum and our assessment is seamless from Key Stage three to four.

We use the full range of work-related learning and career progression alongside academic prowess to prepare students for university, an apprenticeship, further training and employment - tailored to the needs of the individual.

Graded as ‘Good’ by Ofsted in early 2019, we know the key to our success is having a strong team committed to the ethos of the school with the skills, dedication and passion to motivate and instil high expectations in every student to achieve their potential.

We are seeking applications from outstanding practitioners to join our leadership team who will lead by example, demonstrate best practice in all aspects of Teaching and Learning, Assessment and Behaviour for Learning.

We are seeking candidates with a thorough understanding of the local and national issues surrounding the provision of secondary education and who can combine interpersonal, negotiation and influencing skills with professional credibility to positively engage all school stakeholders.

We are seeking candidates with a relentless drive and absolute commitment to our core aim of ensuring that all students within our school achieve their potential, whatever their barriers, background, social status, gift or need.

If you are the person we are looking for you will be able to demonstrate:

- A proven track record of effectively leading a department or significant curriculum/leadership area.
- Ability to take an active role in collaboration across the Trust.
- Demonstrable experience driving performance improvements in that area or the wider school.
- An ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
- An ability to present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
- A proven track record of people.
- An ability to demonstrate high expectations and to instil these in others.
- An unfaltering work ethic and resilience and commitment to the studio school ethos.

If you feel you have the experience, skills and attributes to succeed as part of our team, we want to hear from you.

In return we offer:

- Salary sacrifice cycle to work scheme
- Access to free gym facilities on our Kenton School site.
- Access to the Teachers Pension Scheme
- The opportunity to work in a fantastically resourced school with easy commuting access to both the A1 and A19, in a supportive team committed to the development of all our staff.

Yours sincerely

Craig Knowles
Principal

ASSISTANT PRINCIPAL

Job Description



Reporting To

Principal

Job Purpose

To assist the Principal in the management of the school as part of the Senior Leadership Team. To be accountable for performance in allocated areas of responsibility. To carry out the professional responsibilities of a teacher

Main Responsibilities

The main list of main responsibilities is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Key Accountabilities

The postholder will be accountable for the following:

- Promoting the values and vision of the Trust and using them to inform decision-making
- Performance of staff they lead against the criteria below
- Outcomes of students in Mathematics qualifications at KS4 against the FFT 5th percentile of national target standards and KS5 against the upper quartile of national performance standards
- Quality of teaching and learning across the Mathematics faculty as measured by:
 - Progress of students in subjects that can be reasonably expected against their previous starting points
 - Progress of students with SEND in subjects that can be reasonably expected against their previous starting points
 - Progress of Pupil Premium students in subjects that can be reasonably expected against their previous starting points
 - Progress of students with EAL in subjects that can be reasonably expected against their previous starting points
- The design of the scheme(s) of study setting out the aims of a programme of study, including the knowledge and skills to be gained at each Key Stage
- The design of teaching activities that lead to learning the knowledge and skills intended by the programmes of study
- The design and delivery of intervention strategies to support students in making the progress which can be expected of them in subjects
- The impact of reading and literacy programmes on standards of student competence
- Participation rates of students in extra-curricular provision offered by the faculty in each year group are seen to be rising year-on-year
- Attendance of students being above national average
- Standards of behaviour of students against the One Trust Rule in lessons

JOB DESCRIPTION

Key Accountabilities Continued

- Lead and develop teaching and learning within the faculty and across the school by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
- Lead, manage and develop the curriculum to provide programmes/activities that match learner aspirations and potential and achieve excellence and enjoyment for learners.
- Line manage a team of staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved.
- Manage allocated faculty budget and resources.
- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.

Main Responsibilities

The main list of main responsibilities is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

1. To carry out the professional duties of an Assistant Principal as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
2. To assist the Principal and Vice Principal in the management, organisation and running of the school, including assisting in the development and implementation of school aims, objectives, procedures, policies and practices.
3. To manage staff, resources and budgets in allocated areas.
4. To assist in development of the school improvement plan and take a lead role in implementing specific objectives.
5. To demonstrate good teaching practice and innovate, inspire and motivate other staff.
6. Promote teamwork and trust and be a professional role model for other staff.
7. To participate in, and where appropriate, lead staff training and development with continuous professional development. To co-ordinate designated curriculum area(s) and monitor, evaluate and set target for these area(s).
8. To take an active role in collaboration across the Trust.
9. To develop partnerships with Governors, parents, primary schools, the local community, other agencies and businesses.
10. To work effectively with / be aware of and assist integrated processes and local opportunities which support children, young people and their families.
11. To work effectively with external bodies such as Ofsted, the DfE and the Local Authority.
12. Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
13. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

ASSISTANT PRINCIPAL

Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1. DfE recognised teaching qualification.
2. Outstanding classroom practitioner.
3. Demonstrable experience driving performance improvements in that area or the wider school.
4. Knowledge and thorough understanding of relevant legislation and other key education (and social) issues.
5. Ability to forward plan and achieve results under pressure.
6. Effective creative, analytical, perceptive and problem solving skills.
7. Demonstrable leadership and management experience including a sustained track record of leading a team to achieve outstanding attainment for pupils or be able to demonstrate the ability to do this.
8. Evidence of consistently outstanding classroom teaching.
9. Experience implementing robust quality assurance systems including effective performance management.
10. Evidence of effective assessment and behaviour for learning.
11. Knowledge of the key principles and practices of school effectiveness and improvement.
12. Experience planning and leading professional learning activities.
13. Effective organisational and ICT skills with the ability to analyse and interpret data to inform practice.

Desirable

1. Proven track record of raising educational standards.
2. Experience in budget and resource management.
3. A proven track record of people, resource and financial management.
4. Proven track record of successful experience in a teaching and learning responsibility role.

Part B: Assessment Stage

The following criteria will be further explored at the assessment stage in addition to the criteria above.

Essential

Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:

- Motivation and commitment to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitude to use of authority and maintaining discipline.

Part B Continued

Essential

1. Ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
2. Ability to demonstrate a clear vision for raising standards and implement, manage and drive school improvement.
3. Ability to lead a team and gain the commitment and respect of staff, pupils and stakeholders.
4. Ability and willingness to take an active role in collaboration across the Trust.
5. Ability to form effective relationships and relate well to all groups who are stakeholders or partners of the school and external agencies.
6. Ability to forward plan and achieve results under pressure.
7. Effective negotiation and persuasion skills.
8. Effective creative, analytical, perceptive and problem-solving skills.
9. No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.
10. Committed to working with young people and contributing to Trust ethos.

Assessment/Selection Methods

Candidates will be assessed during an assessment centre interview process comprising several activities, including panel interviews, written tasks and teaching a lesson.

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

- 1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
- 2 Additional criminal record checks if applicant has lived outside the UK
- 3 Children's Barred List Check*
- 4 DfE Prohibition List Check including GTCE Check
- 5 Confirmation of Qualifications and Qualified Teacher Status, including confirmation of professional status from relevant professional regulatory body for teachers who have worked overseas.
- 6 Medical clearance
- 7 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).
- 8 A Section 128 Education and Skills Act Prohibition from Management list check.

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974).

This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process.



A-Level Results Day

Northern Leaders Trust is laying the foundations now for a period of solid growth over the coming years.

These results are just the start of this journey.

About our School

Studio West,
West Denton Way,
Newcastle upon Tyne
NE5 2SZ



Studio West opened in 2014 as a 13 to 19 studio school but, with effect from September 2017 and due to local, popular demand, a change in age range was agreed with the DfE and the school began to admit students in Year 7.

The school now has around 550 students with a PAN of 90.

The ethos of Studio West is enshrined in 'Learning that connects.' The principle that learning must constantly connect school with the real world and the full range of work-related learning and career progression, towards university, an apprenticeship or other destination tailored to the needs of the individual.

Graded as 'Good' by Ofsted in early 2019, we are one of the most successful studio schools in the Country. We use the full range of work-related learning and career progression alongside academic prowess to prepare students for university, an apprenticeship, further training and employment - tailored to the needs of the individual.



For further information, please visit our website

www.sw.northernleadertrust.org

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.'

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

TRUST SHARED VALUES

Shared Expectations – The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Leadership – Leaders help themselves and others to do the right thing. We firmly believe that all students and staff within our Trust are leaders.

Excellence – We are a Trust that strives to achieve excellence in academic, sporting and artistic pursuits.

Integrity – We are honest and driven by a clear moral purpose. Acting with integrity means we strive to do the right thing at all times.

Kindness – We value being kind to one another, using our manners and being considerate of each other's feelings.

Inclusivity – All students are welcomed into our classrooms and their uniqueness is celebrated. We have high aspirations for all students: no groups or individuals will be left behind.

Humility – We are humble in both success and failure. We acknowledge that our successes are achieved through the hard work of our students, parents, teachers and community.

Together – We believe that the Trust is stronger together and that collaboration is always more effective than competition.

Reflectiveness – We value reflection as a way to achieve improvement. We believe in inspiring all our learners to question, research, engage and therefore thrive,

Additional Information for Applicants

Conditions of Service

The conditions of service applicable to this post are the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and the School Teachers Pay and Conditions document as it applies to Assistant Headteachers as amended/supplemented by local decisions made by Northern Leaders Trust.

Working Hours

This is a full time post.

Pay and Grading

The salary for the post is Leadership Range L5 – L10. £52,074 to £58,959 pa.

Northern Leaders Trust do offer pay portability therefore starting salary will be dependent upon current pay point and relevant experience. Progression through the range is subject to annual successful performance review on 1 September each year.

Status

This is a permanent post.

Pension Scheme

The postholder will be automatically enrolled in the Teachers' Pension Scheme. Further details can be found at www.teacherspensions.co.uk.

Safeguarding

Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Equal Opportunities

Northern Leaders Trust is opposed to any form of unfair discrimination and is publicly committed to be an equal opportunity employer.



Application Process

If you feel you have the experience, skills and attributes to succeed as part of our team, please download and complete our application form and return it to hr@northernleaderstrust.org



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